Middlebury
GENERAL CATALOG
2002–2003

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However, it should be noted that this Catalog and the policies described herein are intended to be applied in programs offered at the College's Vermont facilities. Because of varying circumstances and legal requirements, policies stated herein may have little or no application to programs offered by the College elsewhere, such as, for example, in connection with study abroad programs. This is consistent with the College's intent to comply with the requirements of applicable law. Individuals with questions about the policies governing such programs should consult the materials specific to the programs, and/or direct inquiries to the administrators of such programs.

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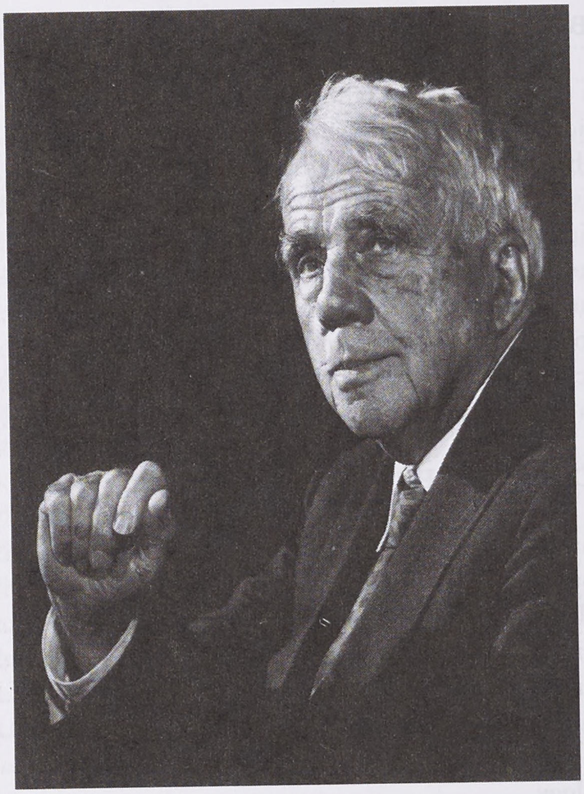
MIDDLEBURY COLLEGE
2002-2003 CATALOG



Something we were withholding made us weak
Until we found it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender,
Such as we were we gave ourselves outright . . .
Robert Frost, "The Gift Outright"

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924.

From "The Gift Outright" in *The Poetry of Robert Frost*, edited by Edward Connery Lathem. © 1942 by Robert Frost. © 1970 by Lesley Frost Ballantine. Reprinted by permission of Holt, Rinehart and Winston, Inc.

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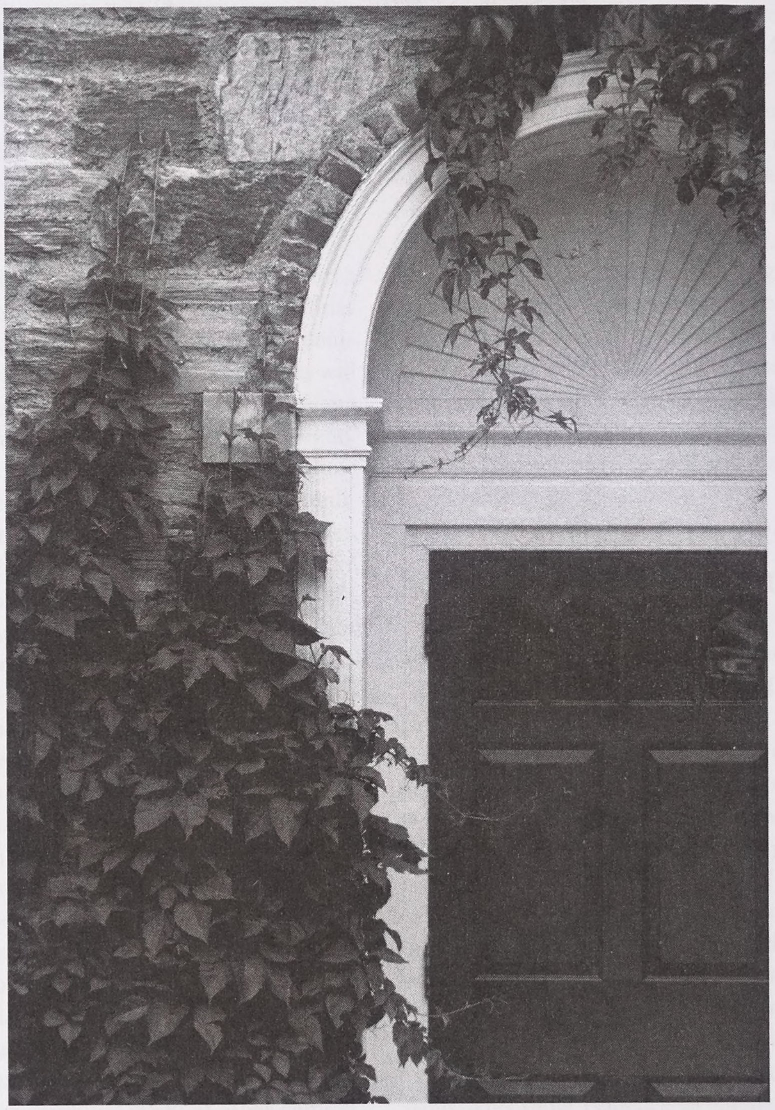

SECTION I

ABOUT MIDDLEBURY

To Choose and Be Chosen

Something we were withholding made us weak
Until we found it was ourselves . . .
Robert Frost

Middlebury College makes available to its students a distinguished faculty, challenging programs, facilities for research, residential living within a vibrant community, and much more; but none of its benefits will be of lasting value unless those who are chosen and come to learn are willing to offer "the gift outright" of their energies and talents. Middlebury wants those who will give freely of themselves in academic study, in the arts, in the pursuit of leadership, in athletics, and in social service. What the College can give in return is described in the pages that follow.

Middlebury is one of New England's outstanding small, residential liberal arts colleges. It offers its students a broad curriculum embracing the arts, humanities, literature, foreign languages, social sciences, and natural sciences. Middlebury is an institution with a long-standing international focus, a place where education reflects a sense of looking outward, and a realization that the traditional insularity of the United States is something of the past. We seek to bring to Middlebury those who wish not only to learn about themselves and their own traditions, but also to see beyond the bounds of class, culture, region, or nation. Indeed, the central purpose of a Middlebury education is precisely to transcend oneself and one's own concerns. This transcendence may come for some through the study of other cultures; for some through the study of the environment; for others it will come through inquiry into such fields as physics or philosophy, mathematics or music.

Middlebury's undergraduate college is enriched by its other programs. Every summer, the main campus in Vermont is transformed into an institution single-mindedly devoted to the study of eight foreign languages and cultures, and the use of English is virtually banned for the participants, among whom are many Middlebury undergraduates. In the Green Mountains lies Middlebury's Bread Loaf campus, where for six weeks each summer the Bread Loaf School of English is in session. This is followed by the Bread Loaf Writers' Conference, which brings together 200 authors and aspiring authors for 11 days of intensive exchange about the art of writing. The Bread Loaf School of English is in session each summer not only in Middlebury but also at Lincoln College, Oxford, in the United Kingdom; at the Institute of American Indian Arts in Santa Fe, New Mexico; and at the University of Alaska Southeast near Juneau. There is also an overseas dimension to Middlebury College. The C.V. Starr-Middlebury Schools Abroad are located in Berlin, Buenos aires, Ferrara, Florence, Getafe, Irkutsk, Logroño, Madrid, Mainz, Montevideo, Moscow, Paris, Poitiers, Segovia, Voronezh, and Yaroslavl. These schools enroll approximately 300 undergraduate and graduate students who seek to further their foreign language skills and to immerse themselves as fully as possible in the host culture through academic study as well as direct experience.

Middlebury College Mission Statement

The following mission statement for Middlebury College was adopted by the Board of Trustees in May 1999:

The mission of Middlebury College is to educate students in the tradition of the liberal arts. Our academic program, co-curricular activities, and support services exist primarily to serve this purpose. Middlebury College is committed to excellence throughout its liberal arts curriculum: to balance in its academic offerings; to selective development of carefully chosen emerging strengths; and to maintaining conspicuous excellence in those areas of its traditional strengths such as language, literature, and an international perspective, including study abroad.

To fulfill this mission, the College admits students who show evidence of intellectual curiosity, high motivation, and superior academic accomplishment, and who both individually and collectively encompass a wide range of interests and talents. The College seeks students who are actively involved and committed to the ideals of community and who are, therefore, prepared to become leaders in society.

To ensure that our students achieve their potential, the College recognizes and reaffirms its commitment to creating and sustaining an environment conducive to learning: a small, highly selective, coeducational student body that fosters a true community of learning, and a faculty and staff dedicated to excellence and service to the educational needs of students. As a residential college, Middlebury recognizes that education takes place both within and beyond the classroom. The College seeks to maintain a diverse community committed to broadened educational opportunities within an atmosphere of respect for others. All of this takes place in a splendid natural setting with well-maintained buildings and grounds that not only support our academic and cocurricular programs, but also impart a sense of permanence, stability, tradition, and stewardship.

Finally, Middlebury endeavors to maintain a lifelong bond with its alumni and expects its graduates to be thoughtful, ethical leaders able to meet the challenges of informed citizenship. They should be independent thinkers, committed to service, with the courage to follow their convictions and prepared to accept responsibility for their actions. They should be skilled in the use of language to communicate ideas, in both written and oral form, and skilled in the analysis of evidence, in whatever form it may present itself. They should be physically active, mentally disciplined, and motivated to continue learning. Most important, they should be grounded in an understanding of the Western intellectual tradition that has shaped this College and educated beyond the confines of their immediate experience so as to comprehend cultures, ideas, societies, traditions, and values other than their own.

WHAT IS "HIGHER" IN HIGHER EDUCATION?

A national educational journal recounted the story of a student who had been asked in a physics course to explain how one could determine the height of a tall building using a barometer. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground, and measure the length of the string." The answer was given an F, although the student objected that the answer was perfectly correct according to accepted physical principles. When an outside mediator was called in, he had to agree that the student had a point. Nevertheless, it was agreed that the student would be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been used, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies, you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing the height of the barometer, you calculate the height of the building. Or, a very simple and direct method would be to start at the base of the building and measure the building by laying the barometer along the wall to determine the height in barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on his door, and when he answers, say to him, 'Here, I have this fine barometer that I will give you if you will tell me the height of this building.'" The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.

What is illustrated by this story is not mere cleverness, but, rather, considerable appreciation by the student of the fact that questions are a function of contexts, which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks students continually to appraise and evaluate not simply answers but the contexts of both questions and answers. The student is not merely an intermediary between a professor's lecture or a reading and a final exam. In higher education he or she comes to appreciate the reasons why people ask certain questions in the first place, how they might have asked different questions, and how any answers function only when the origins of the questions and their contexts are comprehended.

HISTORY OF MIDDLEBURY COLLEGE

Middlebury is a liberal arts college of the first rank, an achievement that is the result of a process of growth and change that began in 1800, when a few men of the town of Middlebury took upon themselves the challenge of building a college in a small New England town on what was then the American frontier. In the nearly two centuries since it was established, Middlebury has developed from "the town's college" into an institution of international renown.

Middlebury's original purpose was to train young men from Vermont and neighboring states for the ministry and other learned professions of the early nineteenth century. The College began modestly, with seven students enrolling in November 1800. These first students were expected "to read, translate, and parse Tully, Virgil, and the Greek Testament, and to write true Latin in prose, and shall have also learned the rules of Vulgar Arithmetic." The entire course of study was taught by the College's founding president, Jeremiah Atwater, who had come to Middlebury from Yale.

Gamaliel Painter, one of the citizens of Middlebury to whom the College charter had been granted, left most of his estate to the College. Mr. Painter's gift was an early example of the philanthropic support for Middlebury College that has enabled the institution to prosper. In recognition of his gift, West College, a new building completed a few years prior to Painter's death in 1819, was renamed Painter Hall. Painter Hall is the oldest college building extant in Vermont.

Vermont was the first state in the United States to abolish slavery in its constitution. In 1823, Alexander Twilight graduated from Middlebury College, the first African American citizen to earn a baccalaureate degree at an American college.

Middlebury College continued to grow during the nineteenth century. The growth was not steady, however, as the College was not immune to the social and political movements that were affecting northern New England generally. Rocked by evangelical upheaval and religious revival in the 1830s and the Civil War in the 1860s, Middlebury managed to keep its doors open during a period when many small colleges in America were forced to close. In large part, the College was sustained by the support of its many friends, both in the town of Middlebury and in the neighboring region.

In 1883, the trustees voted to accept women as students in the College, making Middlebury one of the first formerly all-male liberal arts colleges in New England to become a coeducational institution. In the following years, Middlebury College began to change from an institution primarily oriented toward its community and its state to a college with larger regional aspirations. President Ezra Brainerd (who held that office from 1885 to 1908) prepared the College for this transformation, and spectacular change occurred under the administration of President John Thomas (1908 to 1921). The Language Schools and the Bread Loaf School of English were also established during the Thomas presidency. During the second decade of the twentieth century, the College's enrollment more than doubled, and the number of buildings, the size of the faculty, and the value of the endowment tripled. At the same time, the College's curriculum was adapted to the needs of the new century.

During the 1930s, 1940s, and 1950s, Middlebury continued its development toward a position of prominence among liberal arts colleges in the United States. Continued growth in the faculty meant the addition of new subjects to the curriculum and an increased academic reputation for the College. New residence halls, academic buildings, and library facilities were added to the physical plant. Middlebury's expansion was coupled with increases in financial resources and the establishment of a tradition of prudent financial administration, including the cultivation of resources for the long term.

During the next three decades, under the leadership of presidents James Armstrong (1963 to 1975) and Olin Robison (1975 to 1990), Middlebury attained a new level of excellence. The student body grew not only in numbers but also in diversity and in breadth of academic and extracurricular interests. Teacher-scholars of the highest quality joined the ranks of the Middlebury faculty and brought to their classrooms and other contacts with students a sense of intellectual excitement coupled with a concern for the personal development of their students. The introduction of new subjects into the curriculum and the creation of additional Language Schools strengthened the international dimension of Middlebury. In 1992, John M. McCardell, Jr., was elected by the Board of Trustees as the 15th president of Middlebury College. President McCardell, a professor of history, is the first member of the College's faculty to serve as president since Ezra Brainerd more than a century ago.

Middlebury Today

In 1995, the trustees continued the process of growth and change that has characterized Middlebury throughout its history by adopting a plan to increase the size of the undergraduate student body from 2,000 to 2,350 over the next decade, with a proportional increase in the faculty. The addition of new faculty has enabled the College to deepen and strengthen its academic programs, especially in those fields that have been identified as "peaks," or areas of special academic emphasis and distinction: literature, language study and pedagogy, international study, study of the environment, and real-world experiences in the liberal arts. Throughout the changes of the next decade, Middlebury will maintain its traditional emphasis on general excellence in the liberal arts in a residential setting. As the College has celebrated its Bicentennial, it will endeavor to build upon the tradition and experience of two centuries to offer its students a liberal arts education adapted to the needs of the twenty-first century.

The plan adopted by the trustees also called for construction of major new facilities to serve the enlarged community. In addition to a new hockey rink, the recently dedicated Chip Kenyon '85 Arena, and Bicentennial Hall (the new science center, which opened in the fall of 1999), planned capital projects include a new library and technology center, new humanities center, and several residential and dining facilities.

The Commons

Middlebury's unique residential system exemplifies the College's conviction that an excellent liberal arts education takes place around the clock—as easily over dinner as in the classroom. The residence halls are grouped into "living-learning communities," called Commons. The Commons combine the academic, social, and residential components of college and foster close and abiding relationships, not only among the student residents, but also among the faculty and staff who are part of their Commons.

There are five Commons on campus. Each develops its own system of self-governance, and each is staffed by an administrative team that is on site to provide support to student residents. The Commons faculty head is responsible for setting the academic and social tone of the Commons and for programming activities (lectures, field trips, parties, and other events) that involve students, faculty, and staff. The Commons dean administers the daily operations of the Commons and handles all residential issues, as well as academic and personal advising. Well over half of the first-year seminars offered are Commons-based, which means that the students enrolled in a particular seminar are assigned to live in the same Commons, with supplementary programming for the course also sponsored by the Commons.

The success of these programs and the College's commitment to enhancing the facilities that support the Commons—residence halls, dining halls, and program space—mean that in the future more social and academic activities will be centered in the Commons. A new Ross Commons, including a dining hall and senior residence hall, will be finished by September 2002, and similar facilities are planned for Atwater Commons, opening in the fall of 2004.

The Sustainable Campus

Middlebury College practices an environmental ethic in all of its undertakings. The College's commitment to environmentally responsible and sustainable practices is apparent at every turn—from the natural-landscape design of the campus and the College's new recycling center, to the reusable mug appended to the student backpack and the full bike racks outside every building, to the dining-hall waste that is composted and then reinvested in the College's landscape and greenhouse. Staff strive to use less paper and plan renewable energy sources into the College's future. Faculty encourage students to research possible environmental approaches to life on campus. Students develop environmental programs, such as the "yellow bike" system for convenient campus commutes.

The Environmental Council, a committee of students, staff, and faculty, advises the president on campus environmental policy and provides incentives through grants to keep environmental policy at the forefront of Middlebury experience and planning. Thus the College is fully invested in its environmental mission. Perhaps the commitment to sustainable practices is no more clearly illustrated than by Middlebury's new buildings that highlight energy efficiency and use locally harvested, green-certified wood, and by the challenge, currently underway, of becoming less dependent on automobiles.

Middlebury's institutional commitment to environmental quality and sustainable practices does not stop at the College gateways, but provides leadership and influences the world well beyond the campus—parents, friends, alumni, peer institutions, and the greater community.

THE GOALS OF A MIDDLEBURY EDUCATION

The Middlebury College faculty is composed of outstanding, dedicated teachers who are also accomplished scholars. Students have many opportunities to work closely with their teachers, and intellectual exchange with the faculty goes on outside the classroom as well as during class. The liberal arts education offered by the College is designed to enable students to lead rewarding lives of ongoing intellectual and spiritual growth and to prepare them to meet the challenges of responsible citizenship in a complex, changing world.

We have as an ideal the kind of person a Middlebury education should help to make: a person who can think logically; who can write and speak with accuracy, clarity, style, and an individual voice; who can appreciate the visual and performing arts and participate in their creation; who can reason with numbers and symbols and apply rigorous techniques of analysis in seeking answers; who can read critically and imaginatively; who can make intelligent value judgments; who has an informed sense of the varied, eventful path humanity has taken to reach the present; who is aware that the frontiers of understanding and knowledge are always shifting and expanding; who understands the principles and methods of the natural sciences and knows what it is to experience the excitement of scientific discovery; who has a sense of the interaction between people and society in the United States and in other countries; who has an understanding of the relations between humans and the environment; who is mindful of the responsibilities present generations have to future generations and of the need for long-term thinking; who can understand, read, and speak a foreign language and thereby has the access to foreign cultures that only proficiency can bring; who knows how to discipline the body, as well as the mind.

Expecting students to seek such an ideal asks a great deal of them, but each student admitted to Middlebury is capable of achieving these goals, and the faculty and staff at Middlebury College have dedicated their talents and their efforts to both challenging our students and making such achievements possible.

THE STRUCTURE OF MIDDLEBURY'S CURRICULUM

A Student's Course Of Study

The Middlebury College curriculum is designed to ensure that each student's education includes a certain breadth of experience, as well as in-depth study in one area defined by the major. Curricular breadth is achieved through a set of distribution requirements that encompass seven academic categories and three courses in different cultures and civilizations. There are also other general requirements, which we see as opportunities, providing the chance to explore new areas of inquiry. In all of these areas students have a broad range of choices.

First-year Seminar: Each student elects one seminar for first-year students during his or her first semester. These seminars are intimately sized, thematic courses designed to explore an area of intellectual inquiry from a perspective that makes connections among a number of traditional academic disciplines. They have an intensive writing component, and the instructors also serve as academic advisers for their seminar students, continuing in that function until students choose a major and major adviser in their second year.

College Writing Course: In their second, third, or fourth semesters, students choose one course from among the College writing courses, offered in many different fields, to develop their writing skills further.

Physical Education Requirement: Middlebury has a physical education program that stresses lifetime sports—those sports that can be enjoyed long after one's college days are past. Students are expected to participate in two seasons of lifetime sports through a program of instruction. Students may use participation on varsity and junior varsity intercollegiate teams as a way of satisfying the physical education requirement. No more than one of the two physical education credits may be earned from participation in a single sport. Two-sport athletes may satisfy both physical education credits through participation on varsity and junior varsity intercollegiate teams. The requirements must be completed by the end of the sophomore year.

Distribution Requirements

Academic Categories: Each student must take at least one course in seven of the following eight categories: literature, the arts, philosophical and religious studies, historical studies, physical and life sciences, deductive reasoning and analytical processes, social analysis, and foreign languages.

Cultures and Civilizations: Each student must take at least one course focusing on some aspect of the cultures and civilizations of the United States, one course focusing on some aspect of European cultures and civilizations, and one course focusing on some aspect of cultures and civilizations other than those of Europe or the United States.

Courses that count toward the major and the minor may also be used to satisfy distribution requirements.

The Major

Students select majors by the end of their third semester. Most departmental majors have great flexibility and encourage interdisciplinary work. Students may choose to explore two different areas as double majors. There are also established interdisciplinary programs, such as environmental studies, international studies, and women's and gender studies. Students may also design a joint major, which combines two fields of study. In addition, Middlebury has an independent scholar program for those students whose talents and interests clearly can best be developed through programs they design themselves.

There are 40 different established majors in all the academic departments and in the interdisciplinary programs. All majors require at least 10 courses and encourage or require independent work during the senior year. Although there is no major in teacher education, our education program provides a minor in either elementary (K-6) or secondary (7-12) education leading to licensure in the state of Vermont, licensure which is also accepted in 36 other states and the District of Columbia. Our education program also offers a minor in education without licensure. In addition, Middlebury offers special advising so that students may take the appropriate courses to prepare for graduate or professional school in architecture, business administration, dentistry, engineering, law, medicine, nursing, and veterinary medicine.

Minor: Students may elect to complete voluntary minors as another means of obtaining curricular breadth. A minor is crafted from five or more courses in a department or program, including at least one course at an advanced level.

The Four-One-Four Curriculum

The pattern of a single year at Middlebury consists of a fall term of 13 weeks, ending at Christmas vacation; a winter term of 4 weeks in January; and a spring term of 13 weeks, ending in mid-May. In the fall and spring terms, the typical course load is four courses, but students may take three or, with permission, five courses in a term. This allows students to vary their academic load in light of the overall pattern of their educational program. In the winter term, students take a single intensive course.

The winter term opens up special teaching and learning possibilities at the College. Faculty can try new ventures that don't fit easily into a fall or spring term course structure, and students have the opportunity to explore new fields of study. New areas of a discipline, special interests, or unusual methodologies may be the focus of an experimental course. A number of courses each winter term are offered by visiting faculty who may be artists, professionals, or distinguished scholars from other institutions. This intensely concentrated term allows students to gain great efficiency in learning as they study a single technique, problem, or body of material.

Options other than standard courses are also open to students during winter term. Extensive possibilities exist for qualified students to pursue independent study projects, either on campus or elsewhere. Students are also permitted to take ungraded internships for credit in various professional areas, including law, medicine, architecture, journalism, social work, and teaching. Internships may be local or away from Middlebury, but all involve significant exposure to the essential work of a profession. Student-led courses permit small groups of students to study under the guidance of one of their peers who has exhibited expertise in an area not included in regular semester programs.

PROGRAMS OF SUMMER AND OFF-CAMPUS STUDY

The Middlebury Language Schools, C.V. Starr-Middlebury Schools Abroad, Bread Loaf School of

English, and Bread Loaf Writers' Conference are all integral components of Middlebury College. They offer special opportunities to Middlebury undergraduates in the study of languages, literature and culture, and international studies. Many Middlebury undergraduates choose to take advantage of these and other programs of summer and off-campus study.

The Language Schools

Each summer since 1915, Middlebury College has devoted its Vermont campus and considerable resources to the intensive study of foreign languages. A major tenet of the Language Schools is the premise that linguistic competence is essential to true cultural understanding and that effective language teaching provides meaningful insight into foreign cultures. There are eight Language Schools: Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. Courses range from beginning to advanced in all eight schools; graduate courses are offered in five of the schools. Middlebury undergraduates can attend the Language Schools to prepare for study either at a C.V. Starr-Middlebury School Abroad or at other foreign programs in such locations as China, Japan, or Latin America, or to begin earning credits toward a Middlebury advanced degree.

The C.V. Starr-Middlebury Schools Abroad

During the academic year, the Middlebury College Schools in Argentina (Buenos Aires), France (Paris and Poitiers), Germany (Berlin and Mainz), Italy (Ferrara and Florence), Russia (Irkutsk, Moscow, Voronezh, and Yaroslavl), Spain (Getafe, Logroño, Madrid, and Segovia), and Uruguay (Montevideo) offer courses appropriate to the undergraduate degree program and in Paris, Mainz, Florence, Moscow, and Madrid to graduate degree programs. Most Middlebury students engaged in the study of a European language, either as part of a language and literature or culture major, or in conjunction with an international studies major, spend part or all of their junior year in one of the Schools Abroad. Study abroad allows students to profit from a rich cultural experience and to achieve a level of academic and personal growth not easily attained in familiar surroundings. The Schools Abroad offer varied intellectual challenges, often in conjunction with foreign university systems, while emphasizing as high a degree of academic and social immersion as is possible and encouraging student independence, all of which, it is hoped, will make possible an experience that will impart special meaning and depth to the understanding of foreign languages and cultures.

Other Programs of Study Abroad

Almost 60 percent of Middlebury undergraduates study off campus for at least part of a year. In addition to the C.V. Starr-Middlebury Schools Abroad, students attend approved academic programs all over the world, with the largest numbers in recent years going to Australia, China, Ireland, Japan, Chile, New Zealand, and the United Kingdom. In all cases students wishing to participate in programs other than Middlebury Schools Abroad must demonstrate the relevance of their study abroad to their academic program and show the importance of such study for their intellectual growth. Students planning to study in China, Japan, or Latin America are expected to have language proficiency sufficient to allow them to do work at an advanced level. A summer of study at the Language Schools may help attain the necessary level of preparation. Students studying in countries whose languages are not taught at Middlebury are expected to begin studying that language as part of their academic program abroad.

The Bread Loaf School of English

The Bread Loaf School of English conducts a six-week graduate session each summer at four sites: the campus near Bread Loaf Mountain in Vermont; Lincoln College, Oxford, in the United Kingdom; St. John's College in Santa Fe, New Mexico; and the University of Alaska Southeast near Juneau. Courses are offered in literature, literary theory, creative writing, the teaching of writing, and theatre. Exceptionally able Middlebury undergraduates who wish to pursue studies in literature and writing may enroll in Bread Loaf courses in the summer between their junior and senior years. Students may apply a summer's credits to their undergraduate degrees or toward the master's degree in English.

The Bread Loaf Writers' Conference

The Bread Loaf Writers' Conference meets for 11 days in August. At the conference, aspiring and experienced writers meet in workshops and in individual conferences with the teaching staff, which consists of some of the most distinguished writers in the country. Students become aware of the professional world of writing and writers, of editors and literary agents, and of the mechanics of publication. Special scholarships, based on literary merit, are available to Middlebury College undergraduates.

Off-Campus Programs in the United States

Middlebury maintains exchange programs with Berea College and St. Mary's College during winter term and with Spelman College and Swarthmore College during fall and spring terms. Selected juniors may spend one term in the nation's capital in the Washington Semester Program administered by American University. This program combines the academic study of politics with an internship in a congressional or executive branch office, an interest group, or a nonprofit organization. Selected Middlebury students may spend a semester at the Williams College-Mystic Seaport Program in American Maritime Studies. This program, offered in conjunction with the nation's leading museum of maritime history, offers an integrated program in marine sciences, maritime history, and the literature of the sea. Students of biology and/or environmental studies may study for one semester at the Woods Hole Marine Biological Laboratory. Students also have the opportunity to attend a special program at the Center for Northern Studies located in an arctic microclimate setting in Wolcott, Vermont.

Summer Research

Many students spend a summer working with faculty members on or off campus on a variety of research projects. Most of these students, but not all, are majoring in the natural sciences. This summer research may provide a foundation for a senior thesis. Many research students receive stipends and on-campus room and board from grants obtained by their faculty mentors.

FACILITIES

The facilities at Middlebury—academic, residential, artistic, and athletic—are among the very best in the country. The College has engaged in an ambitious building program that has resulted in an expanded athletic complex, new and renovated student residences, and academic buildings.

ACADEMIC FACILITIES

Adirondack House houses the Department of American Literature and Civilization, the Career Services Office, and Commons Administration Office. Originally known as Battell Cottage, Adirondack House was once a traditional Victorian farmhouse. Acquired by the College in 1909, along with Twichell farm, the house was meant to serve as part of the College's women's campus, providing space for a large dining hall. Today, that dining space is known as Coltrane Lounge.

The Armstrong Library in Bicentennial Hall houses the science collection of over 100,000 volumes, including bound journals and government documents, as well as monographs. The library supports the departments of biology, chemistry, geography, geology, physics, and psychology, and the environmental studies program. It currently subscribes to over 350 journals in these areas. Important indexing and abstracting services, such as the Web of Science and Medline, are networked, affording the most current access to scientific literature. The library is named in honor of past President and Mrs. James I. Armstrong.

Bicentennial Hall, a 220,000-square-foot building completed in 1999, houses six academic departments—chemistry and biochemistry, biology, psychology, physics, geology, and geography. Considered to be one of the most ecologically sensitive buildings of its type (much of the material used in the construction was made from recycled natural products, all the wood used was harvested and processed in an ecologically sensitive manner, and many other energy-efficient features were incorporated), it is also one of the most technologically advanced buildings in New England. The building was designated Lab of the Year 2000 by *Cahner's R&D Magazine*. This is a major award, probably the most coveted facility honor in the field of science and engineering. This award "recognizes the best new and renovated laboratories that combine all aspects of the building into a superior working environment." Designed by Payette and Associates of Boston, Bicentennial Hall features over a dozen informal learning spaces and study lounges that are popular destinations for all students.

Specialized scientific equipment located in Bicentennial Hall includes: Geographic Information Systems (GIS) laboratory, rooftop observatory with a 24-inch telescope, scanning electron microscope, laser spectroscopy laboratories, a lake studies and oceanographic lab, a 400 MHz nuclear magnetic resonance spectrometer, and an inductively coupled atomic emission spectrometer.

The Bread Loaf Campus comes alive each summer with the prestigious ***Bread Loaf School of English*** (late June-early August) and ***Bread Loaf Writers' Conference*** (late August) taking up residence. At other times of the year the campus is used to house alumni returning for reunion and other College events, as well as parents for Fall Family Weekends and Commencement. In the winter, the grounds are used by Middlebury's cross-country ski facility, Rikert Ski Touring Center. Joseph Battell, horse breeder, newspaper proprietor, and nature lover, willed the original mountain and forest area comprising the Bread Loaf campus to the College in 1915. The Bread Loaf Inn (1882) and other buildings were originally constructed to house Battell's summer guests.

The Center for Educational Technology is located in the historic Addison County Courthouse on Court Street in Middlebury. The courthouse served as the county court from 1883 to 1995. It was turned over to the College in 1995 and underwent a renovation completed in 1997 to serve as the home of The Center for Educational Technology (CET). CET explores and facilitates innovative and effective uses of technology in teaching and learning, both at Middlebury and with selected liberal arts colleges across the country. CET has received funding from the Andrew W. Mellon Foundation to serve as a regional technology center for the New England and Middle Atlantic regions.

Chellis House, the May Belle Chellis Women's Resource Center was established in 1993 and was named after the first woman to be graduated from Middlebury in 1886. The center strives to enhance the academic experience of all Middlebury students, faculty and staff but also to provide a warm and welcoming space where women and men can discuss, research, and address gender issues. The center provides academic resources and general information on current events, job and internship opportunities, academic opportunities, and health issues. Chellis House also serves as a meeting place for the diverse student, faculty, and staff groups that exist at the college. The center houses two faculty offices and the ***Alison Fraker Reading Room***. This reading room is a developing resource library on gender and women's issues.

Farrel House and 23 Adirondack View provide offices for the Program in Environmental Studies and for Environmental Affairs. Several faculty who are affiliated with environmental studies have their offices in these two buildings.

Stephen A. Freeman International Center was originally built in 1970 as a group of three smaller dining facilities (Cook, Freeman, Hamlin) collectively called the Social Dinning Units. It was renamed in 1993 in honor of Stephen Freeman who served as professor of French from 1925-1970. In addition to smaller dining venues, the Freeman International Center provides space for the German and Russian departments, offices for the Bread Loaf School of English, and classrooms.

Hillcrest began life as a private home, built for S.R. Bolton c. 1875, that was expanded and used as a dormitory by the College. Now Hillcrest serves as office space for faculty in the Chinese, Italian, Japanese, and Spanish departments.

Christian A. Johnson Memorial Building is home of the history of art and architecture department and the studio art program. In addition to classroom and lecture hall spaces, Johnson houses studio spaces and the slide library. Every year, Johnson hosts an art exhibition by graduating studio art majors. Constructed in 1968, the Christian A. Johnson Memorial Building is limestone on the outside, with grand spaces in unadorned concrete on the inside, consistent with the Brutalist aesthetic in which it was designed.

The Robert A. Jones '59 House provides offices for the Center for International Affairs, an internationally oriented resource and research center that supports the College's goal of advancing global understanding that radiates from a core linguistic and cultural competency. The Robert A. Jones '59 House also holds the offices of many professors of political science and economics. The Seminar Room, located on the second floor of the building, has seen some outstanding seminars, lectures, and round- table discussions by known political and global personalities, as well as Middlebury's own students. Formerly Geonomics House, in 2001 this structure was dedicated in honor of Robert A. Jones '59.

A new library, under construction since April, 2002 is scheduled for completion during the summer of 2004. The three-story, 135,000-square-foot structure has been designed by Gwathmey Siegel & Associates of New York City to bring together the College's print, media, and electronic information resources and services in a single accessible and user-friendly facility. It will provide for half a century of projected growth of the book collection (that will number some 415,000 volumes at occupancy), in conjunction with 730 technologically served seats (in carrels, at tables, and in group studies), viewing stations, multimedia laboratories, smart classrooms, and a 24-hour study/cafe. Its range of resource services—reference, interlibrary loan, information technology, media resources, and writing center—will facilitate the interactive, collaborative learning that has become central to study in the liberal arts. This vital information hub is planned internally for clarity of organization and ease of physical and technological reconfiguration in order to respond to whatever direction libraries may take in the new century. At the same time its monumental and lively great hall will proclaim the library's central importance in the life of the College, and its upper-level reading rooms will celebrate its sense of place with vistas eastward to the Green Mountains and westward to the historic core of the campus.

Munroe Hall is the heart of many academic departments of the College. Economics, English, history, political science, sociology and anthropology, and religion faculty have offices in Munroe. Completed in 1941, Munroe was named after Charles Andrew Munroe '1896, a Middlebury native and trustee of the College.

Old Chapel was both formal and frugal at the time of construction. Its facade was of carefully dressed stone. Here joiner Asahel Parsons indulged in some stylish Greek revival detailing. The iron stair railing, the doorway with its transom and sidelights, the pilastered cupola, and the palmette weather vane, were derived from a builder's guide like Asher Benjamin's *Practice of Architecture* of 1833. Built in 1836, Old Chapel was the second building of the planned Old Stone Row, and for a century the main classroom building. Students attended early morning chapel on the third floor. Since 1941, Old Chapel has been the administrative center, with the president's and other offices, the Old Chapel Room, and two seminar rooms. Old Chapel was thoroughly renovated in 1995-96, in order to bring the building up to contemporary code standards and to improve the telecommunications and audio-visual infrastructure in its meeting and classroom spaces.

Starr Library was originally constructed in 1900 from a bequest of Egbert Starr. It was enlarged in 1925 to include two wings, given by his son Allen Starr. It was the first campus building constructed out of Vermont marble. A reading room and stack addition of 1959 and the Meredith Wing of 1979 added much-needed space for shelving and study. With the Abernethy Library's precious collection of American literature, the Robert Frost Room, [and the Flanders Collection], the Vermont collection, and the government documents repository, the library contains over half a million items.

The Sunderland Language Center is a busy center for students, both during the academic year and during the Summer Language Schools. In addition to housing offices for the Language Schools, C.V. Starr Middlebury Schools Abroad, Off-Campus Study, and Media Services, Sunderland offers several media viewing rooms, a film/video library, and language laboratories. Adjacent to the Sunderland Language Center is the Charles A. Dana Auditorium, the largest auditorium on campus. It hosts large events as well as regular film showings for all students. The Sunderland Language Center was built with support from the Charles A. Dana Foundation in 1965.

Built in 1867, ***Twilight Hall*** occupies the site of the original Addison County Grammar School, chartered in 1797. It was occupied in 1800 by the College and was known as East College. The present brick building was bought by the College from the school district, completely renovated, and renamed in 1986. Alexander Twilight, Middlebury 1823, was the first black graduate of any United States college and became a minister and teacher in Vermont. The building now houses a video-lecture hall, classrooms, and departmental offices for classics, philosophy, and teacher education.

Voter Hall is the hub of campus computing. With residential spaces on the upper floors that primarily serve seniors, the lower levels are entirely ITS offices, computer laboratories, and other computer-related facilities. Voter Hall opened in 1913 as a chemistry building. It served thus for nearly six decades until renovated in 1970 for administrative offices on the ground floor and residential suites on the upper floors. In 1990, Voter was refurbished again, to encompass a computer center, administrative offices, and residential suites. Voter Hall was named for Perley Voter, the longtime chair of the chemistry department.

Warner Hall was built in 1901, the result of a gift from Ezra J. Warner '1861, as a memorial to his father, once a trustee of the College. Warner was Middlebury's first building consisting only of classrooms, with large well-lit rooms and a lecture hemicycle. Renovated in 1977, Warner now houses lecture halls, laboratories, and offices for the departments of mathematics, computer science, and economics.

Arts Facilities

The Center for the Arts is a 100,000-square-foot building that opened in 1992 which provides offices and state-of-the-art spaces for the dance, music, and theatre programs. These include a spacious dance theatre and rehearsal studio, plus dressing rooms, student lounge, an anatomy lab, and offices for faculty and staff. Video and sound recording equipment are available for use in rehearsals and for performance.

A 400-seat ***Concert Hall***, in the Center for the Arts, has an exquisite acoustical space with 27-by-40-foot elliptical stage that serves as the venue for most of the ***Performing Arts Series***. An adjacent rehearsal hall and ranks of practice studios accommodate individual and group music teaching and practice.

The ***Music Library***, in the Center for the Arts, is devoted solely to collecting materials for the study of all types of music. There are full scores, miniature and study scores, vocal scores and parts, as well as representative selections of the complete works of composers and historical editions. The library maintains a significant collection of performance materials, recordings, VHS cassettes, laser discs, and DVDs of operas, musicals, musical performances, documentaries about music, and music instructional videos. The Helen Hartness Flanders Ballad Collection is an archive of recordings and other primary-sourced materials documenting the vanishing tradition of the English-language folk ballad.

The Seeler Studio Theatre, in the Center for the Arts, is a modern black-box theatre with flexible seating for up to 200 audience members, a full catwalk system, and a fully equipped shop, green room, and costume shop adjacent to it.

Middlebury College Museum of Art, in the Center for the Arts, has a collection of several thousand objects, from antiquities through contemporary art, with particular strengths in photography, nineteenth-century European and American sculpture, and contemporary prints. A survey of objects from the permanent collection is always on view, with separate galleries devoted exclusively to the nineteenth and the twentieth century. ***The Christian A. Johnson Memorial Gallery***, located in the museum, shows changing exhibitions throughout the year. Organized by the museum and on loan from other institutions, these exhibitions enrich and supplement the museum collection. An annual exhibition features works by the College's graduating art studio majors.

Wright Memorial Theatre is a 350-seat proscenium theatre with a full fly system, lighting grid, and removable forestage. It is adjacent to a fully equipped scene shop. In addition to being the largest and most popular theatre on campus, it also holds offices and classrooms for the film/video program. Wright theatre is often the site for large productions put on by guest artists, Middlebury's own theatre program, and participants in the summer language schools. Built in 1959, the theatre it is named for Charles B. Wright, professor of English from 1885 until 1920.

ATHLETIC FACILITIES

The Allan Dragone track and field complex provides Middlebury with an eight-lane track comprised of a full-depth, 13-mm, dual-derometer, polyurethane martin surface. The jumping areas are dual-directioned parallel runways. The women's soccer team uses the inside of the track in the fall.

The ***Fitness Center*** is one of the finest of its kind in New England. The 9,200-square-foot facility contains 35 pieces of aerobic equipment, a full Nautilus circuit, a hammer circuit, and extensive free weight and dumbbell areas. Overlooking the Green Mountains, the center provides a great area for Middlebury students to stay in shape.

Fletcher Field House, which adjoins Memorial Field House, contains an indoor track, tennis, racquetball, and squash courts, and a climbing wall. This building is used by physical education classes and for recreational, intramural, and intercollegiate sports. During the spring, Middlebury's varsity teams use the facility during inclement weather.

Forbes Baseball Field is one of the finest baseball facilities in New England. The composition of the field insures the team the earliest possible opportunity to play. Along with excellent drainage, the field includes an in-ground sprinkler system, an electric scoreboard, dugouts, and a panoramic view of the Green Mountains.

Chip Kenyon '85 Arena, completed in 1999, is Middlebury's hockey home. It sports a 200-by-95-foot ice surface and seats 2,100. Spectators sit in comfort with the rink heated to 55 degrees as they enjoy state-of-the-art lighting and sound systems. A full concessions area is located at the rink concourse and entry-corridor levels. The rink also boasts a 3,200-square-foot lounge with a balcony overlooking the Green Mountains.

Peter Kohn Field, 240-by-360-foot all-weather surface, affords teams use of an outdoor playing field during inclement weather and in the early spring when the ground may be snow covered. The surface is fully lined for men's and women's lacrosse, as well as field hockey, football, and soccer. The Astroturf XL system is the newest, most advanced synthetic turf, chosen more often than all its competitors combined.

The Ralph Myhre Golf Course. Middlebury is one of the few schools in the country that can boast a beautiful 18-hole golf course on campus. The course was built in the early 1930s and expanded to 18 holes in 1978. The par 71 course is laid out over rolling terrain. Its scenic views of the Green Mountains and challenging holes make it one of the finest golf courses in the state. The 3.5 km Kelly cross-country ski and jogging trail circles the course.

The Natatorium, a 50-meter-by-25-yard Olympic-size swimming pool, is the home for Middlebury's men's and women's swimming and diving teams. The pool has 18 lanes—9 with competition timing capabilities—two one-meter diving boards, and two three-meter diving boards. In addition to team competition, the facility is also used for recreational purposes, such as water polo, basketball, and volleyball.

The Pepin Gymnasium was given a major facelift in 2001. A skylight was installed, as well as a new floor, bleachers, lighting system, and a new entrance. It is host to Middlebury's men's and women's varsity basketball teams, as well as the women's varsity volleyball team. The gym contains three full basketball courts and accommodates up to 1,200 spectators for basketball.

Carol and Jane Rikert Ski Touring Center is based at Middlebury College's Bread Loaf campus and offers a mixture of groomed and wilderness trails. It has a full-service ski shop and provides professional nordic ski instruction.

The Middlebury College Snow Bowl is located two miles up the mountain from the Rikert Ski Touring Center and is situated on 110 acres of open terrain with trails and glades serving all abilities. Access is gained via two double chairlifts and a triple chair. About 35 percent of the open terrain has snowmaking coverage. With 15 trails (one of which is a dedicated school trail), two glades, a large climbing area, and a terrain park, the Snow Bowl offers uncrowded skiing and riding to all abilities at an affordable price. Throw in state-of-the-art grooming, a full-service rental shop, professionally staffed ski school, renowned racing program, and excellent and inexpensive food in the 1962 Neil Starr Shelter, and you can see why so many people call the Bowl "their" ski area.

Youngman Field at Alumni Stadium (1991) is set in the ground with hillsides surrounding the field. The 3,500 seats overlook Middlebury's outdoor facilities and the Green Mountains. In the fall the stadium houses the Panther football team, while hosting the men's and women's lacrosse teams in the spring.

RESIDENTIAL AND STUDENT LIFE FACILITIES

Carr Hall, constructed of local limestone to harmonize with Forest and Munroe Halls, was originally used as the Fine Arts Building. It was built in 1951, in memory of Reid Langdon Carr, 1901. Campus security, the Parton Health Center, and the counseling center are located in Carr Hall.

Emma Willard House serves as offices for undergraduate admissions and financial aid. Campus tours leave from Emma Willard. Built in 1811 as the home of Dr. John and Emma Hart Willard, it was the site of Mrs. Willard's pioneering female seminary (1814-19), the first institution of higher education for women in the United States. Acquired by the College in 1959, it was declared a national historic site in 1966. It was renovated and expanded in 1986.

McCullough Student Center was originally constructed in 1912 as McCullough Gymnasium in order to attract more male applicants to the College. Renovated in 1998 into a student center, McCullough is the heart of student activity at the College, with offices for the Center for Campus Activities & Leadership, Service Learning, and Student Employment. McCullough also includes ***The Grille***, a great on-campus location for casual dining. The Juice Bar on the first floor serves alcoholic and non-alcoholic beverages, ice creams and shakes. Midd-Express, the campus convenience store, is also in McCullough, adjacent to the campus U.S. mail service center and student mailboxes. The McCullough social space is the site for student parties and other special events and presentations.

Mead Memorial Chapel is located on the highest point of the campus, its spire symbolizing the aspiration of the College. The light that shines here nightly is seen throughout the valley. Over the portal are carved the words from Psalm 95:4, "The Strength of the Hills is His Also." Mead Memorial Chapel is the center of much activity. Convocation in September and Baccalaureate in May frame the academic year. The College Choir and the Chamber Choir present a broad repertoire of sacred and secular music throughout the year. The Chapel also hosts lectures, concerts, and other major public events. Mead Chapel was the gift of Dr. John A. Mead, Class of 1864. The Chapel, built in 1916, is a New England meetinghouse constructed of white marble with a Greek colonnade in front. The carillon was expanded from nine to 48 bells in 1986, thanks to a generous gift from Jane and Allan Dragone '50. The carillon plays regularly and can be heard throughout campus. The magnificent Gress-Miles organ, containing 50 ranks of pipes controlled by three manuals and pedal clavier, was installed in 1971. In 2000 a memorial was dedicated in the gallery above the narthex in honor of Middlebury's alumni who gave their lives in the nation's wars.

Proctor Hall serves primarily as a student dining facility, with dining areas on both the upper and lower levels. The ***College Store***, Brainerd Commons offices, Catering, Bakery, ***WRMC Radio Station*** and ***Redfield Proctor Dining Room*** are also found here. The TV lounge on the main floor and exterior terrace are very popular gathering places for students. Named for Redfield Proctor, trustee and devoted friend of the College, Proctor Hall was built in 1960.

ATWATER COMMONS

Allen Hall was completed in 1963 as a residence hall particularly suited to the establishment of separated language enclaves for the summer schools. It is named for Cecile Child Allen, 1901, and constructed of slate from her hometown of Fair Haven, Vermont.

Atwater and Davis Halls, built in 1974, are a pair of buildings known as the A-frames, because of their unique architecture. Each floor forms an apartment with a private kitchen and bathrooms.

Built in 1925, ***Le Château*** was one of the first and largest continuous "language houses" in the country, where students were pledged to the use of the foreign language of their study (in this case French). Modeled on the Pavillon Henri IV of the Château de Fontainebleau, it has a Grand Salon, a dining room, classrooms, and faculty offices. Le Château serves as the residence of 48 students.

Coffrin Hall is popularly known as the "barns" because of its gambrel-roofed pattern, reminiscent of classic dairy barns. Coffrin Hall was built in 1986, under the original name of North Hall. It was later renamed after trustee Albert W. Coffrin.

BRAINERD COMMONS

Hepburn Hall is a five-story building housing mainly sophomores and juniors. Hepburn is situated at the top of the hill, between Mead Chapel and Stewart Hall, in close proximity to the McCullough Student Center. Built in 1916 to satisfy the urgent need for a more modern, fireproof dormitory, this gift of A. Barton Hepburn, Class of 1871, was built of yellow brick and housed Hepburn's hunting trophies in the lounge, which was nicknamed the Zoo. It received its gray paint, to coordinate with other campus buildings, in a renovation of 1958.

Stewart is a first-year student residence hall situated at the top of the hill next to Hepburn, in close proximity to athletic and dining facilities and the McCullough Student Center. Stewart Hall, originally erected as a men's dormitory in 1956, was named in honor of the Stewart family of Middlebury, whose involvement with the College dated back to Ira Stewart (trustee, 1819-1855) and his sons: Dugald Stewart, 1842, and John Wolcott Stewart, 1846, trustee 1858-1915.

COOK COMMONS

Battell Hall is divided into three sections: North, Center and South. Due to its large size and location, it is split between two Commons. It serves as a first year residence hall for both Wonnacott Commons (South) and Cook Commons (North and Center). Started in 1950 and finished in 1955, Battell Hall was named for local benefactor Joseph Battell (1839-1915).

Forest Hall houses the Office of the Dean of Student Affairs, Reprographics and Mailing Services, and 63 student suites on the upper levels. Built in 1936, this dormitory was financed by the sale, to the National Forest Service, of 21,858.9 acres of Green Mountain woodland left to the College by Joseph Battell in 1915.

Pearsons Hall was built in 1911 as a women's residence hall and headquarters of the dean of women. The first building on what was envisioned as a separate women's campus, it is named for Chicago philanthropist D.K. Pearsons, who encouraged and helped fund the project.

ROSS COMMONS

Brackett House, Brooker House, Palmer House, and ***Prescott House*** opened in the fall of 1997 and make up the Ridgeline Houses. Each house has space for 28 students. Brackett, Palmer, and Prescott serve as social houses during the academic year. Language Schools students and participants in other special programs use these houses during the summer months.

Kelly, Hadley, Lang, and ***Milliken Halls*** form a connected string of residences with a mix of single rooms, doubles- and multiple-person suites. Built in 1971 they were first called the "new dorms." The complex was extensively renovated in 1995.

LaForce Hall is scheduled for completion in the fall of 2002. LaForce has singles and suites intended for senior housing.

Ross Dinning Hall is scheduled to open in the fall of 2002 as the first dinning facility designed specifically for the new Commons system. It will feature "display cooking," which will allow students to assemble custom, freshly prepared meals every day.

WONNACOTT COMMONS

Battell Hall is divided into three sections: North, Center, and South. Due to its large size and location it is split between two Commons. It serves as a first-year residence hall for both Wonnacott Commons (South) and Cook Commons (North and Center). Started in 1950 and finished in 1955, Battell Hall was named for local benefactor Joseph Battell (1839-1915).

Gifford Hall, located at the top of the hill directly north of Mead Chapel, was built in 1940 as a memorial to James M. Gifford, 1877, a benefactor and trustee of the College. Gifford houses mostly sophomores and juniors in single rooms and four- and five-person suites.

Painter Hall, the oldest existing college building in Vermont, was recently placed on the National Park Service's National Register of Historic Places due to its important historic and architectural value. Painter, which is the highlight of Old Stone Row, was built in 1815 and named for Gamaliel Painter, the founder and patron of Middlebury College and the town of Middlebury. Painter has housed students for its entire existence and is now the home to mostly seniors in spacious single rooms and two-room doubles.

Starr Hall, also a member of Old Stone Row and listed on the National Register of Historic Places, was completed in 1861. Starr is named for Peter Starr, a Middlebury attorney and trustee from 1819-1860, and is similar to Painter Hall architecturally. Starr houses mostly seniors in single and two-room doubles. It burned in 1864, and was rebuilt the next year. Starr replaced the old East College as a dormitory. Starr has been recently remodeled and houses 68 students.

Voter Hall has residential spaces on the upper floors that primarily serve seniors. The lower levels provide space for computer classrooms and offices for information technology. Voter was originally built in 1913 as a chemistry building.

UNDERGRADUATE ADMISSION

Admission Requirements

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship, leadership, character, and personal qualities.

The program and record of each applicant will be assessed on an individual basis. A competitive secondary school program would include the following, generally at the honors or advanced level:

1. Four years of English
2. Four years of one foreign language (in preference to two years each of two languages)
3. Four years of mathematics and/or computer science
4. Three or more years of laboratory science
5. Three or more years of history and social science
6. Some study of music, art, and/or drama

Many candidates whose programs of study differ from that outlined above are admitted each year; it is the overall quality of an applicant's secondary school achievement that is of primary importance.

All applicants must submit standardized test scores to the Admissions Office by using one of the following two options:

1. The ACT (American College Testing assessment); *or*
2. Three exams in different areas of study which must include a writing test, a quantitative test, and a test of the student's choice. Tests may be selected from the SAT II, Advanced Placement, or International Baccalaureate exams. Students may submit exams which are all of one type (e.g., three SAT II's , three A.P.'s, or three I.B.'s) or may combine tests of different types (e.g., two SAT II's and one A.P.).

The following tests satisfy the writing and quantitative requirements.

Writing

SAT II Writing
A.P. English Language and Composition
I.B. Language (A1, A2, or B English)

Quantitative

SAT II Chemistry, Math, or Physics
A.P. Computer Science, Chemistry, Economics, Math, or Physics

I.B. Chemistry, Computing Studies, Economics, Math, Physics, or Physical and Chemical Systems

Note: The SAT I math exam will not satisfy the quantitative testing requirement, and the SAT I verbal exam will not satisfy the writing requirement.

Applicants for whom English is not the first language are required to demonstrate their proficiency in English. Middlebury will consider either the TOEFL or the results from other standardized assessments, including SAT I, SAT II Writing, IELTS, CPE, MELAB, APIEL, and ELPT. Predicted grades in IBA1 or A2 English or in A-level English will also be considered. No minimum or "cut-off" scores are used. (Typically, the middle 50 percent range on the TOEFL for an entering class is 620-660 on the written test and 260-280 on the computer test. In other words, 25 percent of the matriculants score below 620 or 260, and 25 percent score above 660 or 280.)Submission of supplementary standardized test data not mentioned above is optional and welcomed by the Admissions Office. Any standardized tests should be taken no later than December of the secondary school student's senior year. (January tests in the senior year are reported too late to be used in the admissions process.)

The majority of students admitted to Middlebury present outstanding records: 73 percent of the Class of 2004 graduated in the top 10 percent of their secondary school class and 90 percent in the top fifth. Applications are welcomed from students whose rank is not in this range if they believe they have a particular contribution to make to the student body.

Admission Deadlines

First-Year Early Decision I Admission:
November 15 postmark for Pre-Application Supplement and Common Application

Transfer Spring Term Admission:
November 15 postmark

First-Year Early Decision II Admission:
December 15 postmark for Pre-Application Supplement, December 31 postmark for Part II

First-Year Regular Admission:
December 15 postmark for Part I, December 31 postmark for Common Application

Transfer Regular Admission:
March 1 postmark

Spring Term Admission

Approximately 80-100 students are offered spring term admission to fill vacancies created by students who graduate at midyear and by those who study abroad. These "Febs" are selected from the regular applicant pool and are notified of admission at the same time as students admitted for September. Orientation, meetings with faculty advisers, and registration are scheduled for the first week in February. Spring semester classes normally begin during the second week in February.

Transfer Students

Middlebury accepts a very limited number of students into the sophomore and junior classes. Credits earned are transferable at the discretion of Middlebury College. Transfer students are eligible to apply for financial aid.

Advanced Placement

Students wishing to receive college credit for work done while in secondary school may do so through the Advanced Placement Program sponsored by the College Board or by successful completion of an International Baccalaureate program. Advanced placement scores of 4 or 5 and IB or higher level scores of 5, 6, or 7 are often awarded credit by Middlebury College. Although college-level courses taken as part of a secondary school program are not normally accepted for transfer, a student taking college-level courses that do not receive secondary school credit may apply for transfer credit.

Admission Information

Those wishing additional information about undergraduate admission or campus visits may contact:

Admissions Office
The Emma Willard House
Middlebury College
Middlebury, VT 05753
Telephone: 802-443-3000
Fax: 802-443-2056
email: admissions@middlebury.edu

SECTION II
ACADEMIC PROGRAMS

CURRICULUM

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of at least one subject and to correlate it with a broad understanding of the liberal arts. To achieve the scholarship that this objective implies, students work intensively in one or more departments or programs and complete requirements and electives in fields outside of their specialization.

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees: Master of Arts, Master of Letters, Master of Science, and Doctor of Modern Languages.

ACCREDITATION

Middlebury College is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that the school meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

UNDERGRADUATE WORK

COURSE REGISTRATION

Course Load

A student's academic work at Middlebury College is calculated by courses successfully completed. The typical program of study is four courses in each of the fall and spring terms. Sophomores and juniors may register for five fall or spring term courses only with specific approval of their advisers and the dean of their Commons. Normally, this permission is granted to students who have maintained an average of B or better in the two preceding terms. Seniors may register for five courses without permission. Students registering for a fifth course may do so only during the drop/add period. The comprehensive fee remains unchanged for a three-, four-, or five-course program. Students may take no fewer than three courses per term without permission of the Administration Committee to become special students. In the winter term, students select one course of concentrated study.

All entering first-year students must register for a first-year student seminar in their first semester at Middlebury. Students select the remainder of their first-term program in consultation with their advisers. Final registration for courses occurs after students have attended informational sessions on the various departmental offerings and have taken appropriate placement tests. The College Board's Advanced Placement tests may qualify a student for either credit or advanced standing in a course sequence, or both. Determination of credit and/or standing is the prerogative of the academic department. Detailed information on the determination of advanced placement credit is provided in the registration booklet distributed to entering students.

Auditing

With advance permission of the instructor, a regularly enrolled student may audit classes. The instructor establishes the conditions under which the student may audit. A student may request "official audit" status, in which case the course will be recorded on his or her transcript with "audit" noted by the course number. In order to obtain official audit status, the student must make a request to the instructor, and they must agree in writing on the conditions of satisfactory completion. In no case may the student receive credit for auditing a class.

Non-students may audit courses only with the permission of the instructor and the dean of the faculty or his or her designee. In such cases official audit status is not possible.

Course Access

Students use the Middlebury Automated Registration System (MARS) to register for courses on the Web from anywhere in the world. For fall and spring term courses, students register at the end of the previous spring/fall term. Enrollment priority is individualized by course to accommodate the needs of students in various stages of their academic pursuits. For example, some courses give priority to first-years and others to upper-class students or to majors or to those on wait lists. Typically, first-years and sophomores have priority for enrollment in introductory courses. Students are encouraged to declare their majors and minors by the end of their second or third term to take full advantage of enrollment priority.

Prior to entering Middlebury, first-year students use a telephone system to register for a first-year seminar and to indicate preferences for their remaining courses. During orientation week, they participate in a first-year registration to complete their schedule. Representatives from the faculty are available for consultation during this registration. Spaces are reserved in many courses to allow enrollment of first-year and transfer students.

Registration for winter term courses is also on the Web, but enrollment preference for winter term is the same for all courses: sophomores, first-years, seniors, and juniors. The registration system attempts to place the maximum number of students in their first choices, but gives slight preference to students in the class order listed above.

Change of Course Registration

During the first two weeks of the fall and spring terms, course changes may be made if the student obtains the signatures of his or her adviser, the instructor of the course to be added, and the instructor of the course to be dropped. With the signatures of his or her adviser and the instructor of the course, a student may withdraw from a course without penalty until the end of the fifth week of the term. The dean of student affairs may permit a student to withdraw from a course without penalty for exceptional personal or medical reasons.

Transfer of Credit

Students may transfer course credits from other U.S. institutions of higher education only at the discretion of Middlebury College. Students should obtain preliminary approval for a course for which they expect transfer credit before enrolling in it. Students should complete in advance a *Transfer of Credit* form, requiring approval by the appropriate department chair or program director and the director of off-campus study. The form should be accompanied by a complete course description and a syllabus, if available. The chair or director may also require further information about the institution. Transcripts from approved educational institutions must be official and sent directly from the institution that granted the credit. Grade reports, unofficial transcripts, or hand-carried transcripts are not acceptable.

To receive credit, the transfer course should normally be above the introductory level at the institution attended and carry at least three semester-hour credits or five quarter-hour credits. Only courses that meet over a period of four weeks or longer and at least the same number of class hours as an equivalent Middlebury College course are eligible to receive credit. A student may only transfer two courses per summer session and a maximum of four summer courses over two sessions. Only courses with a grade of C– or better may be transferred from another institution toward the Middlebury degree. These transfer credits, as well as advanced placement credits, may be used to make up failures, excess D credits, and other deficiencies in the student's record. Transfer credits may be used to satisfy the distribution and cultures/civilization requirements if the transfer credit is considered by the appropriate Middlebury department to be the equivalent of a Middlebury course that would satisfy one or more of those requirements. Normally, students will not receive Middlebury College credit for junior college courses taken during their junior or senior years. College courses which are taken in high school and applied toward a high school diploma (or in a college/high school cooperative program) are not transferable. Only courses taken on college campuses, taught by college professors, for college students, and for which there are official transcripts, may be considered for transfer.

Transfer work from U.S. institutions will be evaluated on a course-by-course basis to determine the fulfillment of Middlebury departmental and College requirements. Failing grades and Ds at other colleges are not transferable. The major European examination certificates, such as the French Baccalauréat, International Baccalaureate, Swiss Maturité, Artium Examination, British A levels, and German Arbitur, are normally considered to have a value of one full academic year if students receive scores that indicate excellent performance. Students who receive such credit may not then receive credit for Middlebury introductory courses in subjects covered on the examination. All course work completed off campus, whether in the U.S. or abroad, must receive final approval by the director of off-campus study. When courses are transferred, the credit is recorded but not the grade that was awarded. Transfer grades do not count towards the student's G.P.A.

Special Students

With departmental approval, Middlebury students may apply to the Administration Committee for special student status in cases of illness or when they need only one or two courses to graduate. Special students are charged by the course and ordinarily may not live on campus.

Adjunct Students

A small number of students, primarily foreign nationals, may be admitted as non-degree students. They may take as many or as few courses as desired and may decide whether or not they will receive grades. They pay the full comprehensive fee. The Administration Committee will admit them and oversee their programs.

Veterans

The dean of students affairs will consider any special curricular problems of veterans and will grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education, and family responsibilities.

NESCAC Presidents' Statement on Abusive Drinking

In addition to being partners in athletic competition, the 11 colleges and universities comprising the New England Small College Athletic Conference (NESCAC) are united in efforts to provide safe environments in which students may mature intellectually and socially.

Recognizing that social life plays a role in the college experience, each campus has increased its efforts to encourage students to make responsible choices. Each school takes a strong stand against substance abuse, including alcohol. While the vast majority of students at NESCAC institutions who choose to drink alcohol do so responsibly, each school has disciplinary and educational programs in place for students who misuse alcohol and other substances.

Additionally, all of the conference schools expressly prohibit hazing.

NESCAC member institutions: Amherst College, Bates College, Bowdoin College, Colby College, Connecticut College, Hamilton College, Middlebury College, Trinity College, Tufts University, Wesleyan University, Williams College. *Adopted 12/14/00*

Academic Standards and Regulations

The College makes available to students copies of the Middlebury College Handbook, containing detailed information about policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics, student activities, and other topics. Since these policies are subject to change, they are not considered contractual. All students are responsible for knowledge of and compliance with current College regulations.

The College reserves the right to exclude at any time students whose conduct or academic performance is judged undesirable by appropriate administrative authorities without assigning any further reason. Neither the College nor any of its officers shall be under any liability whatsoever for such exclusion. In such cases, the fees that are due or may have been paid in advance will not be refunded or remitted, in whole or in part.

GRADES

When students enter Middlebury College, they become members of an academic community that makes its demands and measures its achievements not so much in terms of time, as in terms of tasks accomplished. Though required to register for a certain number of courses each term, the students' commitment to their education will undoubtedly involve many more hours each week in reading, laboratory work, and preparation for classes than in attending classes.

Instructors report final course grades to the Office of Undergraduate Records and not directly to students. Students are responsible for keeping parents informed of their standing and progress. Notices of academic probation and second course warnings are sent to parents. Final grades are sent to students' campus boxes and to parents at their home address at the end of the fall term. At the end of the spring term, grades are sent to the students and to the parents at their home address.

Grading and Ranking System

Grades are recorded as A, B, C, D, and F. Plus and minus designations are used only with A, B, and C. D is a probationary grade that, while recording a minimal pass, is regarded as unsatisfactory performance. F notes failure. A student who receives a grade of F may repeat the course in another term. However, the original grade will remain on the student's transcript and will be calculated into the overall GPA when determining graduation averages at the end of the senior year. The numerical equivalents of grades are A+ and A, 4.0; A–, 3.7; B+, 3.3; B, 3.0; B–, 2.7; C+, 2.3; C, 2.0; C–, 1.7; D, 1.0; F, 0. Based on their grades, students earn the following rankings:

College Scholar: Grade point average of 3.6 with no grade lower than B– for students taking four or more courses

Dean's List: Grade point average of 3.3 with no grade lower than B– for students taking four or more courses

The same probation and failure rules apply to all students in all four years. The Administration Committee will exercise leniency in responding to first-year, first-semester students and will therefore give strong consideration to readmitting a student who has received academic failure after the first semester, unless the student has demonstrated flagrant neglect of his or her academic work and responsibility.

All Students Probation: 2 Ds; 1 D and 1 F; D or F in winter term; 1 D or 1 F for students completing only three courses in the term

All Students Failure: A second successive term on probation. 3 Ds; 2 Fs; 1 F and 2 Ds; 2 Ds or 1 F while on probation; D or F in winter term while on probation; three times on probation; 1 F and 1 D, or 2 Ds for students completing only three courses in the term.

ACADEMIC HONORS

The College recognizes superior academic achievement in the following ways.

Honorary Appointments: The faculty makes these honorary commencement appointments: to the senior attaining highest rank, the appointment of valedictorian; to the second in rank, the appointment of salutatorian. Transfer students are not eligible for these appointments.

Phi Beta Kappa: The Middlebury Chapter of Phi Beta Kappa Society is the Beta Chapter ofVermont, established in 1868. Faculty members of the chapter elect students to membership at the beginning or end of the senior year, based on outstanding academic achievement during three or four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years' work at Middlebury.

Commencement Honors: Commencement honors are awarded for high scholastic rank. Graduation honors are summa cum laude, magna cum laude, and cum laude.

Prizes, Scholarships, Fellowships: A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work.

Departmental Honors Program: Students may be eligible for departmental honors upon graduation if they meet certain standards established by the College and the individual department. Honors work usually requires a special project, such as a thesis. Honors are listed on the commencement program and will be confirmed, when requested, by a written certificate from the director of undergraduate records and the chair of the department, stating the nature and quality of the work done.

HONOR SYSTEM

Before enrolling at Middlebury College each student must agree to abide by the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, pre-announced tests, and final examinations are not proctored, and at the conclusion of the examination the student writes and signs on the examination booklet the following statement: "I have neither given nor received unauthorized aid on this examination."

All violations of the Honor System come under the jurisdiction of the Undergraduate Honor System which consists of eight student members. Anyone who observes an infraction should report the offense to the Office of the Dean of Student Affairs. Any infraction of the Honor System is punishable by penalties up to indefinite suspension from the College.

PLAGIARISM

All incoming new students are required to sign a statement on which there is a definition of plagiarism and a mention of the penalty for plagiarism. The individual student is responsible for ensuring that his or her work does not involve plagiarism. All charges of plagiarism come under the jurisdiction of the Judicial Review Board, a panel that includes both student and faculty members. Plagiarism is normally punishable by suspension from the College.

DEGREE REQUIREMENTS

All students must complete a major, a first-year student seminar, a College writing course, and two units of physical education. All students must complete two sets of distribution requirements: a seven-course distribution requirement based on academic content categories and a three-course cultures and civilizations requirement. Beginning with the Class of 2007 there will be a four-course cultures and civilizations requirement. Students may also choose to complete a voluntary minor.

MAJOR

Students must choose a major no later than the end of their third semester at Middlebury. Some highly structured programs, particularly those involving study in the foreign languages or the natural sciences, are facilitated by a declaration of major by the end of the second semester. In registering for the major program, the student normally consults the chair of his or her chosen department or program. The chair or another member of the department or program serves as the student's major adviser for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of senior work, adjusted both to the nature of the field and to the student's needs. A department may offer the equivalent of as many as three units of senior work outside the regular course pattern. This senior work may consist of independent study and/or general examination, a senior seminar, or a senior course. Students should consult the descriptions of senior work under each department or program for details. The senior work courses may be distributed over fall, winter, and spring terms. For a joint major involving two or more departments, a single program of senior work may be required. Details should be worked out with the department chairs involved.

Should students not be satisfied with their first choice of major, they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Adviser Change Form" must be obtained at the Office of the Dean of Student Affairs, completed, and returned to that office. After the beginning of the third year, students may change majors only for exceptional reasons and with the consent of their adviser and the dean of their Commons.

Specific course requirements for each major are listed under the department or program involved. A minimum of 10 fall and spring term courses must be completed in the major. The official majors offered at Middlebury College are:

American Civilization
American Literature
Biochemistry
Biology
Chemistry
Chinese
Classical Studies
Classics
Computer Science
Economics
English
Environmental Studies
Film and Media Culture
French
Geography
Geology
German
History
History of Art and Architecture
Independent Scholar
International Politics and Economics
International Studies/East Asian Studies
International Studies/European Studies
International Studies/Latin American Studies
International Studies/Russian and East European Studies
Italian
Japanese Studies
Literary Studies
Mathematics
Molecular Biology and Biochemistry
Neuroscience
Music
Philosophy
Physics
Political Science
Psychology
Religion
Russian
Sociology/Anthropology
Spanish
Studio Art
Theatre and Dance
Women's and Gender Studies

Joint Major: Joint major programs combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These joint majors are official after the required program is approved by an adviser from each department and filed in writing with the dean of student affairs, detailing how the minimum combined total of 14 fall and spring courses will be met. A senior program must combine both majors and be agreed upon by both the departments involved.

Double Major: In this program the student fulfills the complete major requirements of two departments. An adviser from each department is required.

Independent Scholar: Outstanding students with clear educational goals that cannot be fulfilled within the framework of normal departmental requirements may plan their own curricular programs with the assistance of a faculty adviser. They submit their programs to the Independent Scholar Committee for review and approval.

MINOR (OPTIONAL)

Students may elect to complete one or more minors. Minors will be governed by the following guidelines:

- Minors will consist of four to six courses; at least one must be at an advanced level.
- Departments and programs may designate configurations of courses that will constitute a minor (or minors) for that department or program.
- Faculty may design interdepartmental minors in those areas of the curriculum in which a major is not offered.
- Students who elect to complete a minor are strongly encouraged to do so before their senior year.
- No minor will be accepted after registration for a student's final semester.
- Minors will be listed on students' transcripts.
- A course may count toward a student's major or minor, but not toward both.

In addition to the minors associated with many of the majors listed above, the College offers minors in:

- African Studies
- African American Studies
- Jewish Studies
- Teacher Education

FIRST-YEAR SEMINARS AND COLLEGE WRITING COURSES

First-year seminars are thematic courses with an intensive writing component that approach an area of intellectual inquiry from a perspective that attempts to make connections among a number of the traditional disciplines. All entering students register for one first-year seminar during their first semester on campus. The instructor of this seminar also serves as the first-year faculty adviser for all the students enrolled in the course. First-year seminars do not satisfy major requirements. They may, however, satisfy distribution requirements.

After completing a first-year seminar, every student must complete by the end of the fourth semester at least one course designated as a College writing course. ***A College writing course taken concurrently with a first-year seminar does not satisfy this requirement***. For a listing of the College writing courses offered in 2002-2003, see the "College Writing Program" section of this catalog.

PHYSICAL EDUCATION REQUIREMENT

Each student must complete two physical education units unless excused by the Administration Committee. Students may use their participation on varsity and junior varsity intercollegiate teams to satisfy the physical education requirement. No more than one of the two physical education credits may be earned from participation in a single sport. Two-sport athletes may satisfy both physical education credits through participation on varsity and junior varsity intercollegiate teams. The requirements must be completed by the end of the sophomore year. The physical education requirement may be completed without charge, although there are fees for some optional courses (for example, karate, scuba diving, riding, alpine skiing, and cross-country skiing).

DISTRIBUTION REQUIREMENTS

All students must complete two sets of distribution requirements: (1) academic categories, and (2) cultures and civilizations. Courses that count toward the major and the minor may be used to satisfy distribution requirements. Winter term courses, first-year student seminars, and College writing courses may also be used to satisfy distribution requirements.

Students must take at least one course in seven of the eight academic categories described below. A single course may be listed as satisfying no more than two academic categories. A student may count a single course in no more than one academic category requirement.

I. ACADEMIC CATEGORIES

1. ***Literature:*** Literature has been a central form of expression for many societies. Analysis and appreciation of literary texts give students insight into the minds and lives of other human beings, both their own cultural predecessors and people of different traditions, and into the process whereby human experience is imaginatively transformed into art. By studying literature in English and in other languages, students also sharpen their ability to express their own ideas with grace and precision. Courses that fulfill this requirement are designated **LIT**.

2. ***The Arts:*** The understanding of the history, theory, and practice of the arts is an integral part of a liberal arts education. Courses in this category emphasize either the creative process through the making and performing of works of art (ranging from paintings and sculpture to plays, dances, creative writing, film/video, and musical compositions) or the place of such works of art within a particular historical, cultural, or aesthetic context. Courses that fulfill this requirement are designated **ART**.

3. ***Philosophical and Religious Studies:*** Courses in this category examine philosophical systems and religious traditions from a variety of viewpoints, including analytical, systematic, historical, sociological, anthropological, and phenomenological perspectives. Some courses deal with specific philosophical problems or theological issues; others trace the history of philosophy or of religious traditions; still others examine philosophical schools of thought or religious traditions during specific periods of history. Courses that fulfill this requirement are designated **PHL**.

4. ***Historical Studies:*** History is that branch of knowledge that seeks to account for the diverse ways in which human beings in different cultures and societies have all responded to temporal change. Courses in this category

study the development of societies and cultures over time. Courses that fulfill this requirement are designated **HIS**.

5. ***Physical and Life Sciences:*** Courses in this category study inductive and deductive processes of science. Emphasis is on the methods used to gather, interpret, and evaluate data critically, and the placement of this information into a larger context. Fundamental principles of each discipline are discussed in a manner that illustrates the evolving relationship of science, technology, and society. Courses that fulfill this requirement are designated **SCI**.

6. ***Deductive Reasoning and Analytical Processes:*** Courses in this category deal with one or more of the following: (a) basic principles of reasoning and the axiomatic method; (b) statistical methods for analyzing and interpreting data; (c) key mathematical concepts; and (d) abstract symbolic manipulation or reasoning. Courses that fulfill this requirement are designated **DED.**

7. ***Social Analysis:*** This category deals with the analysis of the individual in society. Courses involve the systematic study of human behavior and the processes and results of human interaction through organizations and institutions, both formal and informal. Social analysis can be undertaken from a variety of perspectives: inductive (using data to make generalizations about human behavior), deductive (using principles to search for and develop new theories), and normative (using values to recognize important questions and evaluate alternative answers). Courses that fulfill this requirement are designated **SOC**.

8. ***Foreign Language:*** Speaking, listening, reading, and writing in a language other than one's own exercise and expand the mind. Because of the close interdependence of language and culture, study of a foreign language helps one gain insights into other societies and ultimately one's own. Courses in this category include those taught in a foreign language or focused on texts in a foreign language. Courses that fulfill this requirement are designated **LNG**.

II. CULTURES AND CIVILIZATIONS

(Applicable to Classes of 2006 and Before)

All students are required to complete a cultures and civilizations requirement consisting of (1) one course focusing on some aspect of the cultures and civilizations of the United States, designated **USA**; (2) one course focusing on some aspect of European cultures and civilizations, designated **EUR**; and (3) one course focusing on some aspect of cultures and civilizations other than those of Europe and the United States, designated **OTH**.

A single course may be listed in only one of the three cultures and civilizations categories above. A student may count the same course toward an academic category requirement and the cultures and civilizations requirement. Courses that count toward the major and the minor may be used to satisfy the cultures and civilizations requirement. Winter term courses and first-year student seminars may also be used to satisfy the cultures and civilizations requirement.

III. CULTURES AND CIVILIZATIONS

(Applicable to the Class of 2007 and Beyond)

Middlebury College believes that students should have broad educational exposure to the variety of the world's cultures and civilizations. Because cultural differences are based upon, among other factors, geography as well as history, and ethnicity as well as gender, issues pertaining to cultural difference are integral to most of the academic disciplines represented in the curriculum. Accordingly, Middlebury students are required to complete a cultures and civilizations requirement consisting of one course in each of the following four categories:

1. **AAL**—courses that focus on some aspect of the cultures and civilizations of Africa, Asia, Latin America, and the Caribbean.
2. **CMP**—courses that focus on the process of comparison between and among cultures and civilizations, or courses that focus on the identity and experience of separable groups within cultures and civilizations.
3. **EUR**—courses that focus on some aspect of European cultures and civilizations.
4. **NOR**—courses that focus on some aspect of the cultures and civilizations of northern America (United States and Canada)

A single course may be listed as fulfilling no more than two of the four categories above (as determined by the Curriculum Committee). If two of the four categories are listed for a single course, a student may choose which category the course will fulfill, but a single course cannot count for two categories. A student may, however, count the same course toward both an academic category requirement, and the cultures and civilizations requirement. Courses that count toward the major and the minor, winter term courses, and first-year student seminars may be used to satisfy the cultures and civilizations requirement.

Advanced placement credits may be used to satisfy academic category and/or cultures and civilizations requirements only if those credits are treated by the departments concerned as the equivalent of a course in the Middlebury curriculum that may be used to satisfy an academic category and/or cultures and civilizations requirement. No more than two academic categories and/or cultures and civilizations categories may be satisfied with advanced placement credits.

SPECIAL PROGRAMS

PREMEDICAL, PREDENTAL, AND PREVETERINARY PROGRAMS

No specific major is required of students wishing to prepare for medical professions. The professional schools expect students to complete the following courses:

BI	195	Genetics and Evolution
BI	250	Organelles and Cells
CH	103	Fundamentals of Chemistry I
CH	104	Fundamentals of Chemistry II
CH	241	Organic Chemistry I
CH	242	Organic Chemistry II
MA	112	Calculus I
MA	113	Calculus II
PH	109	Newtonian Physics
PH	110	Electricity and Magnetism

One year of English

Some medical schools expect a student to have taken an additional course in organismal biology. Preveterinary students also need biochemistry (for example, CH 322) and may need to meet other specific biology requirements. There are, in addition, a number of other courses that would be very useful for premedical students (see Handbook 1 on our Web page). Interested students should begin as first-year students by taking biology, chemistry, and mathematics consistent with their backgrounds and abilities. All professional school requirements must be completed to prepare students to take the Medical College Admissions Test, usually by the end of the junior year. Interested students should get in touch with the director of student fellowships and health professions soon after their arrival at Middlebury.

EARLY ASSURANCE PREMEDICAL PROGRAM

Working in cooperation with Albany Medical College and University of Connecticut School of Medicine, Middlebury is able to offer exceptionally well-qualified students the opportunity for acceptance by a medical school at the end of their sophomore year. Candidates for early assurance should be absolutely sure they want to pursue a career in medicine, should be sure of the medical school they wish to attend, and must demonstrate clearly how the early assurance program will benefit them in a significant way. They should be active and productive in extra-academic endeavors, and their academic performance should be outstanding. Those who are selected as early assurance candidates will complete their Middlebury B.A. in normal course prior to entering medical school and, of course, will be expected to maintain high academic standards throughout their Middlebury tenure. For details, contact the director of student fellowships and health professions. Additional information can be found on the health professions Web page listed on the Middlebury site under student services.

OTHER PREPROFESSIONAL PROGRAMS

Students may participate in other four-year, preprofessional programs that prepare them for studies in law, business management, engineering, nursing, environmental studies, architecture, and other disciplines. These students should register their interests as soon as possible and should periodically check their programs with special advisers in the following fields: law, Professor Murray Dry; business management, Professor David Colander; architecture, Professor Glenn Andres; engineering, Professor Frank Winkler; nursing, the director of student fellowships and health professions.

THE CENTER FOR NORTHERN STUDIES

Students interested in studying the environment, people, and history of the circumpolar North may be eligible to study for a semester or winter term at the Center for Northern Studies in Wolcott, Vermont. Interested students should contact the Office of Off-Campus Study.

EXCHANGE PROGRAMS

Middlebury maintains exchange programs with several U.S. colleges, including Berea College and St. Mary's College during winter term and Swarthmore College and Spelman College during the fall and spring terms.

JUNIOR YEAR ABROAD

Many opportunities are available for study abroad during the junior year. Interested students should discuss their plans early with their faculty advisers and their major department chairs.

WASHINGTON SEMESTER PROGRAM

Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, political science. Financial aid is available for this program.

WILLIAMS COLLEGE-MYSTIC SEAPORT PROGRAM IN AMERICAN MARITIME STUDIES

As many as six Middlebury students a year may spend a semester studying maritime history, literature, and culture, as well as oceanography, at the nation's leading maritime museum. Financial aid is available for this program.

SEMESTER AT WOODS HOLE MARINE BIOLOGICAL LABORATORY

Students of biology and/or environmental studies with a science focus may elect to spend either the fall or spring semester at the Woods Hole Marine Biological Laboratory. They may obtain four units of credit for four courses in the area of aquatic biology and chemistry. Interested students should consult the biology department listings for a detailed description of the program and contact the chair of the biology department for more information. Interested students should contact the Office of Off-Campus Study.

WINTER TERM

During the month of January, students elect a single, intensive program of study. This program may take a wide variety of forms. Properly qualified students may participate in independent study under the direction of a faculty member, in internship programs involving significant exposure to the fundamental work of an established profession, or in student-led courses, which permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty. With the exception of first-year students, students may pursue independent projects and internships off campus during winter term. Students may choose to take a course taught by either a regular faculty member or one of 30 to 40 visiting faculty who are recruited each year to teach winter term courses in their fields of expertise. Faculty often take advantage of the unique structure of winter term to design courses that are unusual or experimental in format.

Each fall a winter term catalog is published listing over a hundred courses that will be offered in the coming January. A department may require its majors to take no more than one of its winter term courses, in addition to winter term senior work, during four years. Winter term courses are normally graded on an A to F basis; internships and student-led courses are graded credit or no credit; independent projects are normally graded on an A to F basis, but may be graded honors, pass, or fail. Students involved in introductory foreign language courses may be required to participate in a continuing program during the winter term. Seasonal options and opportunities in physical education continue through the winter term.

COURSES OF INSTRUCTION

Course conflicts will be most easily avoided by taking courses in proper sequence. All courses are given as term courses, with the exception of senior work (700 courses) and 500 courses in an honors program. These course numbers may signify ongoing work and, in that event, are graded S (satisfactory progress) or U (unsatisfactory progress). Winter term independent work (internships and independent projects) is numbered as a 600 course.

At the head of each departmental or program section, the major is described and the requirements for a major in that department or program are stated, together with the recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered this year are indicated as such, but the course description remains for informational purposes. Abbreviations are: lab=laboratory section; lect.=lecture section; prelab=lecture for the laboratory section; drill=drill; screen=screening; perf.=performance; and disc.=discussion section.

The following abbreviations are used to designate courses that satisfy the distribution requirement for academic categories: ART, the arts; DED, deductive reasoning and analytical processes; HIS, historical studies; LIT, literature; LNG, foreign language; PHL, philosophical and religious studies; SCI, physical and life sciences; SOC, social analysis. The following abbreviations are used to designate courses that satisfy the cultures and civilizations requirement: EUR, European; OTH, other; USA, United States.

The College reserves the right, without further notice, to cancel any courses herein described, and to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring term offerings listed for 2002–2003 may be incomplete. The most up-to-date information can be found on the College's Web site <http://www.middlebury.edu>. Departments and programs may be consulted about the possibility of other courses. Information on winter term courses and first-year student seminars will be published and distributed separately.

College departments and many programs are organized into six academic divisions: **Arts** (Interdepartmental Arts Course, Music, Studio Art, Theatre, Dance, and Film/Video), **Humanities** (Classics, Classical Studies Program, History, History of Art and Architecture, Philosophy, Religion), **Languages** (Chinese, French, German, Italian, Japanese, Russian, Spanish), **Literature** (Literature Program, American Literature, English Literature, Literature Courses In Translation, Literary Studies), **Natural Sciences** (Biology, Chemistry and Biochemistry, Geology, Mathematics and Computer Science, Molecular Biology and Biochemistry. Physical Education and Athletics, Physics) and **Social Sciences** (Economics, Geography, Political Science, Psychology, Sociology/Anthropology, Teacher Education). There are also seven **Interdisciplinary** programs (African American Studies, American Civilization, Environmental Studies, Independent Scholar Program, International Studies, Neuroscience, Women's and Gender Studies) and a **College Writing Program** that are not associated with any single division. Departmental and program course offerings are listed alphabetically.

COLLEGE WRITING PROGRAM

ARTS

Film and Media Culture
Interdepartmental Arts Course
Music
Studio Art
Theatre and Dance

HUMANITIES

Classics
Classical Studies Program
History
History of Art and Architecture
Philosophy
Religion

LANGUAGES

Chinese
French
German
Italian
Japanese
Russian
Spanish
(for courses in Greek, Hebrew, and Latin, see Classics)

LITERATURE

American Literature
English Literature
Foreign Literature Courses in Translation
Literary Studies

NATURAL SCIENCESS

Biology
Chemistry and Biochemistry
Computer Science
Geology
Mathematics and Computer Science
Molecular Biology and Biochemistry
Physical Education and Athletics
Physics

SOCIAL SCIENCES

Economics
Geography
Political Science
Psychology

Sociology/Anthropology
Teacher Education

Interdisciplinary Programs
African American Studies
American Civilization
Environmental Studies
Independent Scholar Program
International Studies
Neurosciences
Women's and Gender Studies

College Writing Program

Director: Kathleen Skubikowski (assistant professor of English); *Lecturer and Tutor-in-Writing*: Mary Ellen Bertolini, Barbara Ganley, Catharine Wright

Because the ability to express oneself clearly and thoughtfully in writing is integral to a liberal arts education, Middlebury is committed to a program of writing instruction across the curriculum. Because of this commitment to writing, all academic departments at the College participate in the College writing program, offering "College Writing" (CW) courses.

During their first and second years, all Middlebury students are required to take at least two courses designated as CW. The usual sequence for these courses is a first-year seminar in the first semester and then a second College writing course, selected from a wide range of offerings, in the second, third, or fourth semester. College writing courses are designated (CW) in the catalog.

Some students may desire work on refining basic writing skills at the beginning of their college careers. They may elect to take a writing program course, WP 100 or WP 101 The Writing Process (see description below) concurrently with the first-year seminar or in their second semester. These courses do not satisfy the College writing requirement, but do provide an opportunity for extensive individual work on the student's writing skills.

All writers benefit from feedback on work in progress. At the Gifford Writing Center students can schedule individual tutorial sessions with experienced tutors trained to assist them at any phase of a writing assignment.

Transfer students should consult with the director of the College writing program to determine which of the College writing requirements (if any) they have satisfied through course work at another institution. In general, matriculated students have to complete the courses for the College writing program at Middlebury.

WRITING PROGRAM COURSES

WP 100 The Writing Process (Fall)
A writing workshop designed for students who would like extra work on basic skills and for students for whom English is a second language. We will concentrate on the processes involved in writing: from free writing about a topic to creating and supporting arguments, from revising drafts to polishing a final version. Grammatical issues will be discussed. This course does not fulfill the College writing requirement. 3 hrs. lect./disc. (M. Bertolini, B. Ganley)

WP 101 The Writing Process (Spring)
This course, a continuation of WP100, is primarily for students who have completed a first-year seminar, although a few spots are reserved for February first-years. As students begin to master organization and argument in their writing, this course encourages them to improve their writing style and research skills. This course does not fulfill the College writing requirement. 3 hrs. lect./disc. (C. Wright)

WP 200 Writing Across the Arts (CW) (Fall)
WP 200 is a writing-intensive course designed for students with an active interest in the arts and arts reviewing. We will focus on the structure and content of effective arts writing by exploring the traditions and current trends of writing about the arts and by writing art criticism and reviews of four art forms: creative writing, theatre, painting, and music. The class will attend and discuss exhibitions, performances, and readings; analyze arts criticism; write reviews and critiques as well as longer essays; and complete a final project. 3 hrs. lect./disc **ART** (Ms. Ganley)

WP/WG 201 Writing Across Differences (CW) (Not offered 2002-03)
This class will examine a wide range of writing that addresses human differences in gender, color, sexuality, culture, and class. Readings will include personal and literary essays, opinion pieces, short stories, and scholarly articles by writers such as Dorothy Allison, Alice Walker, Julia Alvarez, David Leavitt, Raymond Carver, Peggy McIntosh, and others. Discussions will address the relationship between a text's social/rhetorical context and its argument and voice. Students will explore their own voices and concerns about identity and difference through a wide variety of forms, and will share and critique this work in class. Assignments include formal and informal critiques, a personal essay, a short story, and a research project/paper with a fieldwork component and an oral presentation. 3 hrs. lect./disc. **ART LIT**

WP 202 Writing to Heal (CW) (Spring)
This writing-intensive course examines writing as a catalyst for healing after loss or grief. In a workshop focused on student writing, we will analyze the fiction, drama, poetry and creative nonfiction of Arthur Miller, Jane Austen, Frank McCourt, C.S. Lewis, Sharon Olds, William Wordsworth, Christopher Noel, Madeleine Blais, Susan Minot. Reading James W. Pennebaker's *Opening Up* and Louise DeSalvo's *Writing As A Way of Healing* will create a theoretical underpinning for our discussions. Assignments for this course will include formal analytical essays, creative work (published online), as well as electronic journals and oral presentations. **LIT** (M. Bertolini)

The First Writing–Intensive Course: First-Year Seminars

The course numbers, titles, and instructors of first-year seminars offered during the 2002-2003 academic year are listed below.

For more information about the First-year Seminar Program, please visit the Web site at http://www.middlebury.edu/~fys/

Fall 2002

Course descriptions for seminars offered fall 2002 can be found at http://www.middlebury.edu/~fys/fall_seminars.html

THE FIRST WRITING INTENSIVE COURSE

FS 001 Poetry and Poetics (Fall)

This course is an introduction to the formal and generic aspects of lyric poetry in English and in English translation. We will work to develop sensitivity to the various strategies of meaning available to poets—meter, rhyme, sound, diction, imagery—in order to read poems closely, thoughtfully, and with pleasure. We will also attend to the historical, cultural, and biographical contexts of poems and poets, but our emphasis will be on individual lyric poems by a variety of poets from a variety of periods. **LIT** (B. Millier)

FS 002 Roads Less Traveled: Literature and Culture of Northern New England (Fall)

Is there really a culture unique to northern New England (Maine, New Hampshire, Vermont)? How has the literature from the region expressed that culture? How true are the myths of a pristine world of small towns, beautiful landscapes, and austere and ironic Yankees? This course considers these questions and others through various modes of inquiry (literary analysis, classroom visits, field trips, hands-on experience). We will read literary antecedents (Emerson, Thoreau, Frost) as well as more contemporary treatments (John Irving, Frank Hebert, Carolyn Chute, Howard Frank Mosher). **LIT USA** (K. Lindholm)

FS 003 The Heart of Mathematics (Spring)

In this course we will explore mathematics in diverse areas not typically seen in the traditional high school and first-year college curricula. We will take a mathematical journey that introduces the beauty and fascination of mathematics by exploring many diverse topics, including: games, number theory, secret codes, infinity, the fourth dimension, chaos, and chance events. Throughout the course our emphasis will be on puzzles, intriguing concepts, and the aesthetic process of creating mathematics. A careful exploration of the kind of thinking used to illuminate the subjects of our investigations will be a unifying thread. A remarkable book by Edward Burger and Michael Starbird is our primary source and gives the course its title. **DED** (J. Emerson)

FS 004 How We "Know" (Fall)

The words "Scientists report..." preface many news stories. But we "know" these facts from the results of experiments, and how we design experiments often predetermines the answers we get. For example, the 2000 U.S. census was a head count, but a carefully designed sampling procedure might have given more accurate results. Or consider, how many tennis balls should we drop to determine which brand bounces the highest? Will the temperature of the room affect the results? In this course we will design and carry out simple experiments in both the natural and social sciences, and our writing will focus on crafting research lab reports. (S. Sheldon)

FS 005 Science Demonized: Biological and Chemical Warfare (Fall)

While the Geneva Protocol of 1925 called for a halt to chemical and biological warfare, less than a century later the tools of molecular biology and biochemistry have made these weapons even more menacing. In this seminar we will examine the development and use of these agents, with particular attention to their chemical, biochemical, and biological mechanisms. Discussion and readings will focus on specific agents such as anthrax, plague, "super" viruses, and chemical nerve poisons. Texts and readings by Alibek, Guillemin, and others will trace the creation and use of these weapons from WWI to the present. We will also consider international efforts to prevent deployment and medical strategies to protect military and civilian personnel. 3 hrs. lect./disc. (R. Cluss)

FS 006 The Culture of Nature in China (Fall)

The human relationship with the natural environment has been understood in a variety of ways that have changed over time. We will explore attitudes toward nature, expressed in Chinese poetry, travel writing, fiction, and landscape painting. Our texts will range from the ancient (*The Classic of Mountains and Seas*, circa 300 B.C.E.), to the Tang dynasty (the poetry of Wang Wei), to the contemporary (Gao Xingjian's 1989 novel *Soul Mountain*). We will look at the philosophy underpinning Chinese ideas about nature (e.g., the Confucian notion of "the unity of Heaven and human") and consider the history of the human impact on the environment in China (e.g., forest management and deforestation in Imperial China). **LIT OTH AAL** (T. Moran)

FS 007 Immigrants and the U.S. Economy (Fall)

The demise of national origin quotas for U.S. immigration in 1965 and its replacement with an emphasis on family reunification opened the gates to a large and increasing flow of immigrants mostly from the developing countries. Accordingly, this seminar will focus, within an interdisciplinary framework, on such currently pressing immigration related issues as: are native-born low-skill workers displaced by recent immigrants? is English language proficiency crucial for immigrant assimilation in the labor market? what is the role of close-knit communities in facilitating immigrant entrepreneurial activities? The mixture of perspectives should help shed light on diverse immigration policy options. **SOC USA** (P. Wunnava)

FS 008 Comedy in Drama, Film, and Theory (Fall)

What is comedy? What are its values and view of life? What makes things funny? Why do we laugh and at what?

What should or should not be ridiculed? We will consider classic comedies and ideas about comedy from Aristophanes through Shakespeare, Molière and Shaw to Stoppard, with comparisons to classic comedies of American cinema and other forms of comic expression. Having a sense of humor is a prerequisite for this course. **LIT ART** (J. Bertolini)

FS 009 Expatriate Fiction: In a Foreign Mirror (Fall)

People often discover their own cultural identity only through contact with another culture. We will read stories and novels in which characters are tested by foreign encounters and wind up questioning the very notion of individual identity. Texts include: Paul Bowles's *The Sheltering Sky*, Jean Rhys's Wide *Sargasso Sea*, E. M. Forster's *A Passage to India*, Henry James's T*he Ambassadors*, and others. **LIT** (K. Kramer)

FS 011 Paris, City of Exile (Fall)

Internationally perceived as a place of freedom and enlightenment, Paris has been the destination of countless foreign exiles and expatriates. At the same time, a different notion of Parisian exile can be sensed in the ways some writers and artists have expressed profound alienation vis-à-vis the modern metropolis and the form of civilization it incarnates. We will examine works by writers and artists, both French (Balzac, Baudelaire, Manet, and Zola) and non-French (Hemingway and Josephine Baker), whose representations of Paris reflect the theme of exile as it relates to their experience of the modern cityscape. **LIT EUR** (C. Nunley)

FS 012 Express Yourself (Fall)

We will investigate the construction of personal identities within contemporary American and European societies. Literary expressions of identity formation function as the starting point for discussions on the precarious connections between "high culture," "low culture," and power. Representations of various groups in Western society, such as African and Native Americans, gay men and lesbians, Jews, women, and men, not only create opinions about these groups in the rest of society, but also influence individual forms of behavior within the groups themselves. We will discuss literary works by Johann Wolfgang von Goethe, Laura Esquivel, Luise Erdrich, David Leavitt, and others; films, such as *Like Water for Chocolate*, *The Color Purple*, *Torch Song Trilogy*, and *Lost Language of Cranes;* and videos by Madonna. **SOC LIT CMP** (R. Graf)

FS 013 Silk Routes of Central Asia (Fall)

This course will focus on the interconnections between the civilizations of China, India, and the Mediterranean through the writings of merchants, missionaries, and others who crisscrossed Eurasia from early times (seventh century C.E.) to recent times. Readings will focus on the religions of the Silk Road (Buddhism, Shamanism, Islam), the ways of life of the indigenous oasis dwellers and nomads, and the ideas and merchandise that flowed across Eurasia. This course will also allow students to examine the modern fate of the peoples who have lived along the Silk Routes of Central Asia. **HIS OTH AAL** (E. Endicott)

FS 014 American Memoirs: The Past Through Individual Memory and Experience (Fall)

Some of the most beautiful, compelling stories of the American past come from the memories of individual men and women. What can one person's life reveal of that broader history? We will read the diaries and memoirs of men and women whose stories of work, war, immigration, race, and class illuminate themes and transformations of the nineteenth-and twentieth-century United States. What can the memories of a farm wife, an immigrant woman, a college student, a Vietnam veteran, or a Little Rock high school student tell us about the difference between memory and history, about what it means to be American? **HIS USA NOR** (K. Morse)

FS 015 America and WWII (Fall)

The terms "Good War" and "Splendid Generation" have been applied to World War II and the Americans who fought it. In this seminar we will examine the way historians have described the totalitarian challenge of the late 1930s, Pearl Harbor and the war against Japanese aggression in the Pacific, Hitler's fascism in Europe, the vast social and economic changes on the "home front," and the end of the war following the destruction of Hiroshima and Nagasaki. **HIS USA NOR** (T. Jacobs)

FS 016 Age of Michelangelo (Fall)

Michelangelo Buonarroti (1475-1564) has achieved nearly mythic status in Western culture, and we know more about him as a person than any previous artist. Letters and poems from his hand, plus two biographies (one "authorized") written during his lifetime, will be used to complement the experience of his painting, sculpture, and architecture, almost all of which has survived. We will study his entire life and all aspects of his creative output, first at the court of Lorenzo the Magnificent in Florence and later in Rome, where he served seven popes between 1506 and 1564. **ART HIS EUR** (J. Hunisak)

FS 017 The Art and Language of the Civil War (Fall)

The seminar will begin with a review of the major historical events of the Civil War. We will then study the conflict through the paintings of Winslow Homer and Frederic Church, the poetry and prose of Walt Whitman, the photographs of Matthew Brady, and the political writings of Abraham Lincoln. Particular emphasis will be placed upon the thoughts and attitudes of the common soldier as reflected in his diaries and journals. **ART HIS USA NOR** (C. Wilson)

FS 018 Communism and Fascism (Fall)

This seminar will study the two "totalitarian" regimes of the twentieth century, Nazism in Germany and Stalinism in Russia. Emphasis will be placed on the cultural and philosophical origins of Fascism and Bolshevism. Readings will include selections from the writings of Marx, Mill, Dostoevsky, Nietzsche, Lenin, and Hitler, as well as literary and cinematic works. **HIS PHL EUR** (Mr. West)

FS 019 Representations of Urban Italy: Florence, Rome, Venice (Fall)
In the late Middle Ages and the Renaissance, each of these competing city-states achieved a unique image that lives on in the visual arts, literature, film, media, and culinary practice. After considering each city's Renaissance identity, we will employ a "case-study" approach, discussing literary, artistic, film, and media representations of these cities during the nineteenth and twentieth centuries up to the present. Along with expository and research writing, we will add a practical dimension to our study through memoir writing, student-organized culinary practice, and employment of Web-based technology and presentational tools. **HIS LIT EUR** (P. Zupan)

FS 020 Anime! (Fall)
Anime (animated films) have generated excitement worldwide. Prestigious film festivals have awarded coveted prizes to anime, signaling its recognition as an international art form. Sophisticated anime raise questions about our existence and identity, the relationship of the present to myths of the past, the body and its transformations, the impact of globalization, and human aspirations in a mechanized world. We will interrogate anime and many influences through readings in cultural criticism and film theory. Films for study include: *Grave of the Fireflies, Ghost in the Shell, Princess Mononoke,* and *Spirited Away.* **ART OTH AAL** (C. Cavanaugh)

FS 022 Birds (Fall)
Few animals hold the same fascination for humans that birds hold. We will examine the biology of birds (anatomy, physiology, behavior), the origin of birds including recent discoveries and the controversy over the evolution of flight, the roles of birds in folklore, art, music and literature, and their special place in the history of science (Darwin and Wallace) and the development of environmental consciousness. **SCI** (B. Peterson)

FS 023 Gödel Escher Bach (Fall)
In 1931, the German logician Kurt Gödel proved that any attempt to formalize logical reasoning would fall short in that there would always be unprovable yet true statements within the system. Douglas R. Hofstadter's 1979 book Gödel Escher Bach: An Eternal Golden Braid explores Gödel's result with unprecedented wit, ingenuity, and insight. Deciphering Gödel's Incompleteness Theorem is a fantastic experience with no prerequisites except a willingness to engage some formal logic and innumerable surprises. Illustrated by M.C. Escher and scored by J.S. Bach, our journey will pass through the philosophical worlds of Lewis Carroll, artificial intelligence, non-Euclidean geometry, Zeno, and Zen Buddhism. **DED** (D. Scharstein)

FS 024 The Mozart–da Ponte Operas (Fall)
Opera ushers us into a realm of human emotions so intense that they defy everyday expression; characters literally burst into song. In this course we will study the three operas of Mozart and Lorenzo da Ponte—*The Marriage of Figaro, Don Giovanni,* and *Così fan tutte*—works in which emotional energy drives stories of enormous intelligence, complexity, and compassion. We will study da Ponte's texts, the plays from which they were derived, the historical and biographical contexts in which these works took shape, various interpretations and stagings, and, at every turn, the music. No prior musical experience is required. **ART EUR** (G. Vitercik)

FS 025 Cosmos and Revolution: Materialist Philosophy from Thales to Marx (Fall)
Of all philosophical doctrines, materialism has perhaps the longest history. Appearing first in Ancient Greece in the sixth century B.C.E., it was developed into a powerful cosmology by Atomists and Stoics, re-emerging after a long eclipse to shape the scientific revolution in the seventeenth century, and the French Revolution in the eighteenth century. What makes it also one of the most interesting doctrines is its pivotal and controversial role as mediator between progressive science and radical social philosophy. We shall be tracing materialism through readings from Lucretius, Kargon on seventeenth-century English atomism, Berkeley and Diderot in the eighteenth century, and Darwin and Marx in the nineteenth century. **PHL EUR** (R. Arthur)

FS 026 Mind and Brain (Fall)
Philosophers who study the mind have become increasingly interested in the brain. This course provides some basic training in both philosophy and neuroscience. We will look at a number of traditional philosophical issues such as the relation between the mind and the brain, the nature of consciousness, and the relationship between the self and the body. Our analysis of these issues will be informed by our study of key topics in neuropsychology (e.g. the split-brain operation, phantom limb syndrome, frontal lobe function, and dreaming). 3 hrs. lect./disc. **PHL** (E. Ennen)

FS 027 Out of the Wilderness, Onto the Page (Fall)
For well over a century, men and women have engaged in recreational exploration and mountaineering. Many have shared their experiences with the public through journal articles and books, while simultaneously emphasizing the highly personal nature of their adventures. Through readings of fictional and nonfictional accounts we will attempt to appreciate the joy, humor, and sorrow these adventurers have chosen to document. We will also examine debates in print on such issues as ethics, style, and outdoor education, and consider the relative merits of written and filmed accounts. Authors will include Edward Whymper, John Long, Alison Osius, and David Roberts. 3 hrs. lect./disc.; occasional screenings. **LIT** (S. Ratcliff)

FS 028 September 11: Causes and Consequences (Fall)
September 11, 2001, is one of the few days in history when "the world changed." In this course, we will ex-

plore some of the major historical, political, and cultural developments in the twentieth century that provided the background for the September 11 attacks and the world's response to them. We will also look at the consequences of September 11 on the international political system and on politics and society in America, Europe, the Middle East, and Asia. More information about the seminar is available on the course Web site at http://manila.cet.middlebury.edu/911/ **SOC** (E. Davis)

FS 029 Reading Aristotle (Fall)

Aristotle, Plato's pupil and friend, noticed and thought about almost everything: politics, happiness, ethics, the gods, logic, physics, poetry, rhetoric, etc. Many, though not all, of his writings survived and were carefully studied by members of the three religious communities: Christianity, Judaism, and Islam. Later, Aristotle and what Thomas Hobbes called "Schools" were roundly criticized by Hobbes. We will study some of these texts, to recover some of the issues concerning humankind, its politics and happiness, divinity, and nature. **PHL EUR** (P. E. Nelson)

FS 030 Eating Disorders and Disordered Eating (Fall)

What are the characteristics of anorexia nervosa, bulimia nervosa, and binge-eating disorder? How do health professionals use signs and symptoms to diagnose eating disorders? What are the hypothesized causes of eating disorders—on the individual, family, and societal levels? What forms of treatments are available and how effective are they? What can family members and friends do—and not do—to help? In this course, we will examine and discuss theories, scientific empirical research, and clinical literature that bear on these questions and others of interest to the students enrolled. **SOC** (M. Riess)

FS 031 The 1960s (Fall)

The course will focus on the major social movements of the 1960s: Civil Rights and Black Power, the New Left and New Right, the Anti-Vietnam War movement, and new religious movements. Beyond tracing the history and development of these movements, we will also consider how activists of the period shaped the emergent sixties counterculture. Finally, we will follow these activists to see how the sixties experience influenced their later lives. **SOC USA NOR** (B. Rochford)

FS 032 Jews, Christians, and Romans: Continuities and Conflicts (Fall)

In this course we will explore the complex relationships between and among Jews, Christians, and Romans in the first three centuries of the Common Era. We will read primary texts to examine what each group had to say about the others and about itself. Using recent secondary sources we will consider various ways to interpret their mutual perceptions and whether they may have had more in common than they thought. Along the way, we will study the history of these first three centuries and consider how it affected the continuities and conflict. **PHL HIS EUR** (L. Yarbrough)

FS 033 Identity and Difference (Fall)

How do we use categories of identity and difference? How does culture determine how we perceive and perform gender and ethnic identity: male/female, gay/straight, East/West, black/white? We will look at constructions of gender and sexual identity in various cultures and consider how they intersect with national and ethnic identity. Literature and film will be our primary focus. We will read Euripides' *Bacchae*, Forster's *Passage to India*, and Kushner's *Angels in America* and view films like *Boys Don't Cry* and *Europa Europa* that call into question sexual and gender identity. 3 hrs. lect./disc. **LIT SOC OTH** (K. Moss)

FS 034 Primary Health Care Interactions (Fall)

The focus of the seminar is on the present and future state of primary health care, and, in particular, on how changes in contemporary practice influence the health and well-being of rural Vermonters. The course is designed to facilitate a first-hand awareness of how medicine is actually practiced in local communities and to provide a general context for the optional preceptorship course (SA161) in which students engage in local community health-care residencies with rural doctors. 3 hrs. lect./disc. **SOC USA** (D. Napier)

FS 035 Single-Parent Families and Their Children (Not offered 2002-03)

The increase of single-parent families is a worldwide phenomenon. This course will examine some of the explanations for this shift in the structure of families with an emphasis on the United States. In addition, the course will consider variations in the kinds of families headed by men and women (e.g., by race and sexual orientation), the general issue of the poverty of single-parent families, the impact of welfare "reform" on these families, and the consequences for children of growing up with one resident parent. We will study autobiographical writings and novels in addition to sociological and historical material. **SOC**

FS 036 Myth and History in Latin American Literature (Fall)

In light of centuries of what he considers an assault on truth by state-sponsored, official cultures, Carlos Fuentes argues that Latin American literature is the best vehicle for uncovering historical truths. On the other hand, the presence of myth in historically oriented literary texts is an outstanding idiosyncrasy of this literature. This seminar will examine how Latin American fiction and nonfiction claim to represent history through the interaction between myth and historical sources. Readings will include: Popol Vuh, Christopher Columbus, Jorge Luis Borges, Elena Garro, Vargas Llosa, and García Márquez. **LIT OTH** (G. González Zenteno)

FS 037 Creativity in the Arts (Fall)

This seminar offers an opportunity to dig deeply into your own creativity and originality, discovering ways of knowing self, other, and the world through the arts. Readings are taken from the literature of creativity including

Nachmanovitch's *Free Play,* Rilke's *Letters to a Young Poet,* Edwards' *Drawing on the Artist Within,* and Csikszentmihalyi's *Creativity.* Through extensive journal writing, students will document the process of encounter with new ideas and experiences in a series of hands-on projects in many media. Journal records also serve as a resource for further short writings—essays, character studies, stories, monologues, critiques, performance texts—and original, multimedia collaborations. 3 hrs. lect./disc., plus lab. **ART** (P. Campbell)

FS 038 Story as Ritual\Ritual as Story (Fall)
In this course we will explore the relationship between stories and ritual by examining novels, poems, plays, films, and scholarly texts by authors such as Gloria Naylor, Leslie Marmon Silko, Toni Morrison, Joseph Campbell, Barry Lopez, Shakespeare, and William Butler Yeats. We will look at how story/scene/poem structures that arise from particular rituals can be perceived as real, imagined, or metaphorical, and at how rituals and the cultures they derive from affect our understanding of texts. We will ask whether words, consciousness, and ritual create our experience, or whether our experience creates stories. **LIT** (C. Wright)

FS 039 Voices Along the Way (Fall)
This seminar, designed for international students, is an introduction to contemporary American culture via literature (both fiction and nonfiction) and film. Our exploration of the American landscape and mindscape will be organized around three topics: a sense of place, family relationships, and the American educational scene. We will respond to each of these topics by writing essays, creating Web pages, and designing multimedia presentations. We will read stories and essays by John Updike, Amy Tan, Gloria Naylor, Joan Didion, John McPhee, and Stephen Jay Gould among others. Films will include *Dances with Wolves, The Godfather, Rebel Without a Cause,* and *Dead Poets Society.* **LIT USA** (K. Skubikowski)

SPRING 2003

Course descriptions for seminars offered spring 2003 can be found at
http://www.middlebury.edu/~fys/spring_seminars.html

FS 051 Technology and the American Imagination (Spring)
This course explores the influence of various technologies on American life and culture. Topics include: imaginative consequences of mechanization in the nineteenth century, the impact of automobiles and radio on an emerging mass culture, cold war anxieties about nuclear war, and, finally, current debates surrounding theInternet and other computer technologies. Texts will include: Taylor, *Principles of Scientific Management,* Huxley, *Brave New World,*Vonnegut, *Player Piano,* and Garson, *The Electronic Sweatshop.* Screenings will include: *The Thing from Another World, Dr. Strangelove,* and *The Truman Show.* **USA** (H. Allen)

FS 052 Heroism (Spring)
This course will explore how ancient and modern societies have defined what it means to be "heroic." We will begin with the myth of the Trojan War and examine how the Greeks and the Romans made use of it to articulate very different conceptions of the hero. We will then consider more recent examples of heroism, chosen by members of the class, to see how our modern ideals compare with those of ancient times. Readings will include selections from Homer's *Iliad* and *Odyssey,* Sophocles' *Ajax,*Virgil's *Aeneid,* and Ovid's *Metamorphoses.* **LIT EUR** (R. Ganiban)

FS 054 Landscapes through Literature (Spring)
The discipline of geography explores interactions among a wide array of phenomena through both time and space that comprise the landscapes in which we live. Students in this seminar will be introduced to this diverse discipline through an examination of classic and contemporary literature. Through a collection of novels including *Native Son, The Jungle, Clear and Present Danger, The Grapes of Wrath,* and *Cold Mountain,* we will explore geographic subjects such as migration, racial segregation, assimilation, sense of place, and the use of digital technologies in controlling/monitoring space. This nontraditional approach to social science highlights the importance of different ways of knowing and is intended for students interested in both the social sciences and the humanities. **LIT SOC USA** (P. B. Nelson)

FS 055 Vermont's Geologic Landscape, Then and Now (Spring)
From the Green Mountains in the east, to the Adirondacks Mountains and Lake Champlain in the west, Vermont is a natural laboratory in which to study many of the forces that shape the earth. This course is designed to use the natural outdoor setting ofVermont and New York to develop an appreciation and understanding of the geologic landscape using the fundamentals of physical geology. We will investigate how mountains are built, how rivers and glaciers erode them, and the modern processes occurring today that shape and sculpt Vermont's landscape. 1.5 hrs. class/5 hrs. field each week (P. Manley)

FS 056 Race in Twentieth-Century America (Spring)
In this course we will examine the changing concept of "race" throughout the twentieth century in the United States. As we consider race, we will strive to understand whether it is a category of biology, nature, ethnicity, nationality, or social/cultural construction. To carry out our investigation, we will study how Americans, decade by decade, represented race in popular culture (e.g., film, literature, radio, television), articulated popular scientific theories of race, defined race in the law, and practiced race in various social movements. **HIS SOC USA** (W. Hart)

FS 057 Tibet and the West (Spring)
Once a remote and inconceivably foreign land, Tibet skyrocketed into the international limelight through major movies such as *Kundun, Seven Years in Tibet,* and the atten-

tion of movie stars and musicians. Guides to Tibetan Buddhism proliferate, and the "Free Tibet" movement is active on many college campuses. But how much do we know about Tibet? This course will familiarize students with Tibetan culture, religion, history, art, and politics. We will question critically the long history of the West's fascination with Tibet, as well as the current preoccupation with it. 3 hrs. lect./disc. with occasional screenings. **ART HIS OTH AAL** (C. Atherton)

FS 058 Contemporary Studio Art (Spring)

This class will focus on the practice of contemporary studio art through the media of sculpture and video. Students will create sculpture using nontraditional materials and will relate their work to its environment. Video projects will emphasize non-narrative structures and alternatives to mass media. Writing assignments will develop and deepen the students' artwork, and critique the work of prominent artists. **ART** (J. Huddleston)

FS 059 Issues in Legal Psychology (Spring)

This course will cover controversial issues in legal psychology. Examples include jury decision-making in death-penalty cases, race and verdict, women's treatment within the legal system in rape and divorce cases, child witnesses, repressed memory, and juvenile offenders' understanding of the system. We will consider psychology's role, and evaluate the strengths and limitations of the empirical research. Students will write critical assessments of the course readings and debate the research in these areas. 3 hrs. lec./disc. **SOC** (M. McCauley)

THE SECOND WRITING INTENSIVE COURSE: COLLEGE WRITING COURSES

After successfully completing a first-year seminar but before the end of the sophomore year, every student must elect at least one course designated as a College writing course (CW). A College writing course taken concurrently with a first-year seminar does not satisfy this requirement. The College writing courses are designed to continue developing and improving the skills of written communication addressed in the first-year seminars and to introduce students to the methods of inquiry and the specialized discourse and forms of their major fields. They are taught in sections of limited enrollment and require extensive writing and revising, which are often carried through the process of revision. The College writing courses include discussion of both particular and general problems of writing and may include individual conferences on writing.

Satisfactory completion of one of these College writing courses is a graduation requirement. Students, who have completed one College writing course may elect a second, different course in the program, space permitting.

College Writing Courses for 2002-03

The courses listed below are among those that will satisfy the writing requirement in 2002-03. For full descriptions, see the entries under individual departments of instruction. Students taking a lecture course for CW credit should make sure to sign up for the B section of the course. For the particular sections of courses that are designated as writing intensive, consult the schedule of courses. Additional College writing courses are normally offered during the winter term. For a listing of these courses, consult the winter term catalog.

For more information about the College Writing Program, please visit the Web site at: http://www.middlebury.edu/~writing/

American Civilization

AC 103 Introduction to American Civilization: Media and Childhood in American Culture (CW) (Fall)

American Literature

AL 103 Reading American Literature (CW) (Spring)

Biology

BI 203 Biology of Plants CW (Fall)
BI 360 Practical Cell Biology (CW) (Spring)
BI 370 Animal Physiology (CW) (Spring)

Chemistry and Biochemistry

CH 311 Instrumental Analysis Laboratory (CW) (Fall)

Chinese

CS 210 Early Chinese Narratives (in translation) (CW) (Spring)

Classics

CL 140 Augustus and the World of Rome (CW) (Fall)
CL 151 Introduction to Ancient Greek Literature (CW 8) (Fall)
CL 152 Greek Tragedy (CW 10) (Spring)
CL 160 Greek and Roman Comedy (CW 8) (Spring)

Economics

EC 155 Introductory Economics (Micro) (CW 16) (Fall, Spring)
EC/HI 220 American Economic History since 1865 (CW 15) (Fall)

English

EL 203 Interpretation of Literature (CW 15) (Fall, Spring)

Film and Media Culture

FM/EL 240 Screenwriting Workshop I (CW) (Fall)

French

FR 221 Romanticism-Modernism (CW 8) (Fall, Spring)
FR 255 Improving Writing in French (CW) (Spring)

Geography

GG 100 Place and Society: Local to Global (CW) (Fall, Spring)
GG 120 The Power of Maps (CW) (Fall)

Geology

GL 170 The Dynamic Earth (CW 15) (Fall)
GL 201 Bedrock Geology of Vermont (CW 25) (Fall)

German

GN/WG 228 Women's Fictions in German-Speaking Countries (in English) (CW 5) (Fall)
GN 304 Advanced Writing Workshop (CW) (Fall)
GN 332 Imaginative Voyages (CW) (Spring)
GN 403 From Weimar to Hitler (CW 5) (Fall)
GN 436 Freud, Jokes, and the German Comedy (CW 2) (Fall)
GN 460 Fin-de-siècle Vienna (CW 5) (Fall)

History

HI 203 United States History: 1492-1861 (CW 10) (Fall)
HI 231 Imperial China (CW 5) (Fall)
HI 235 The History of Pre-Modern Japan (CW 5)(Fall)
HI 112 Modern East Asia (CW 5) (Spring)
HI 204 United States History: 1861-1960 (CW 10) (Spring)
HI 232 Modern China (CW 5) (Spring)
HI 248 Modern Russia (CW 5) (Spring)

History of Art and Architecture

HA 310 On Photography: Aesthetics and Criticism of the Camera Image (CW) (Spring)

Japanese

JA 220 Modern Japanese Fiction (CW 5) (Spring)

Math and Computer Science

MA 240 History of Mathematics (CW 5) (Fall)

Philosophy

PA 209 Philosophy of Law (CW) (Spring)

Physics

PH 321 Experimental Techniques in Physics (CW 10) (Fall)

Political Science

PS 228 East European Politics (CW 5) (Fall)
PS 260 The Political Economy of Drug Trafficking (CW 15) (Spring)

Psychology

PY 202 Research Methods in Psychology (CW 15) (Fall, Spring)

Sociology/Anthropology

SA 211 Human Ecology (CW 5) (Fall)
SA 288 Deviance and Social Control (CW 5) (Spring)
SA 302 The Research Process: Ethnography and Qualitative Methods (CW 5) (Fall)
SA 305 Topics in Sociological Theory (CW 5) (Spring)
SA 306 Topics in Anthropological Theory (CW 5) (Fall)
SA 335 The Anthropology of China (CW 5) (Fall)

Spanish

SP 313 The Hispanic Short Story (CW) (Fall)

Studio Art

AR 520 Advanced Studies in Studio (CW 5) (Fall, Spring)
AR 720 Senior Independent Study in Studio (CW 5) (Fall, Winter, Spring)

Theatre and Dance

TH/WG 206 Contemporary Women Playwrights: Searching for History and Illuminating the Present (CW) (Fall)
TH/EL 218 Playwriting I (CW 16) (Fall)

Writing Program

WP 200 Writing Across the Arts (CW) (Fall)
WP 202 Writing to Heal (CW) (Spring)

AFRICAN AMERICAN STUDIES

Professor: Ellen Oxfeld (sociology/anthropology); *Associate Professor:* James Ralph (history), director; *Assistant Professor:* William Hart (history); Will Nash (American literature and civilization)

This program offers a minor in African American Studies to students who complete the following requirements:

(1) Two of the following core courses, designed to offer theoretical perspectives and broad background:

- AL 357 Images of Blackness and Whiteness in American Literature
- HI 371 African American History
- SA 355 Race and Ethnicity *(this course is not specifically on African American experience, but offers a theoretical perspective on race and race relations)*

(2) Two of the following courses, which are more focused explorations of a part of the African American experience:

- AC 330 Black Chicago
- AC 377 African American Critical Thought
- AL 355 African American Narrative
- AL 356 Slavery and the African American Literary Tradition
- HI 372 The Civil Rights Revolution

(3) One advanced, relevant 400-level course or an independent 500 level project.

Other appropriate courses offered during the fall and spring semesters, or during the winter term, may be substituted for courses in category (2) at the discretion of the program director. The director or minor adviser will also approve courses to count in category (3).

AFRICAN STUDIES

Assistant Professor: Armelle Crouzieres (French), Jacob Tropp (director) (history), *Instructors:* David Eaton (sociology and anthropology). *Other affiliated faculty:* Francois Clemmons (music), Darien Davis (history), Bill Hart (history), Jon Isham (economics), Jennifer Post (music), Michael Sheridan (sociology and anthropology).

This program offers a minor in African Studies to students who complete the following requirements:

(1) Two of the following core courses which focus primarily on Africa:

FR 016 (Post) Colonial Perspective in Film
FR 392 The Awakening of the Maghreb
FR 395 Francophone Women Writers
FR 369 Francophone Colonial and Post Colonial Fiction
HI 225 History of Africa to 1800
HI 226 Modern Africa
HI 419 Environmental History of Africa
HI 421 Women and Gender in African History
HI 456 Writing and Research: African History
SA 332 Peoples and Cultures of Africa

(2) Two courses, chosen from group 1 (above) or from the following courses, which include significant course materials on Africa and the Diaspora:

EC 031 The Economics of War and Famine
EC 465 Special Topics in Environmental Economics
GG 210 Geography of Development
GG 410 Women in Development
HI 105 The Atlantic World: 1492-1900
HI 371 African American History
MU 066 The History of the American Negro Spiritual
MU 105 Introduction to World Music
MU 280 Music, Gender, and Performance
PS 103 Introduction to Comparative Politics
PS 230 Comparative Development Strategies
RE 150 The Islamic Tradition
RE/WG 259 Women in Islam

(3) One advanced, relevant 400-level course (including those listed above in group 1) or an independent 500-level project.

Other courses offered during the fall and spring semesters, or during the winter term, or at affiliated institutions including the University of Vermont and universities in Africa and France, may be substituted for courses in category (2) at the discretion of the program director. The director or minor adviser will also approve courses to count in category (3).

Possibilities for study exist at the University of Legon, Ghana; the University of Nairobi, Kenya; the University of Cape Town, South Africa; and other universities on the African continent. Courses may also be taken in Paris at Institut d'Etudes Politiques de Paris, Faculté Libre d'Économie et de Droit, Institut d'Etudes Économiques et Sociales, and/or Middlebury in Paris Reid Hall.

AMERICAN CIVILIZATION

Professors: Stephen Donadio, John McWilliams, Brett Millier (chair); *Associate Professors*: William Nash, Michael Newbury (on leave academic year), Timothy Spears (on leave academic year); *Assistant Professors*: Holly Allen (program director), Karl Lindholm, Jason Mittell; *Visiting Instructor*: Deborah Evans

Students majoring in American civilization are expected to develop a broad awareness of a wide range of developments in the nation's cultural life. This major offers the possibility of an interdisciplinary approach to the study of American culture as that culture manifests itself in significant historical events, institutions, the arts, and general philosophical ideas and values.

Students are expected to achieve range and depth in their studies by completing specific courses in the various participating departments (see I below). They are further expected to integrate and focus their studies: first, through advanced work in a major field (see II) and, second, through the American civilization seminars and the senior essay or honors thesis (see III).

Before deciding to major in American civilization, a student should seriously consider that an interdisciplinary major is likely to be more, not less, demanding than a major in a single discipline. No student should become an American civilization major simply because of a desire to take a few courses in many departments. Initiative and self-direction are expected of students in the American civilization program, especially in planning their courses and in writing a senior thesis.

Ms. Allen is the director of the major in American civilization. Students seeking information or advice concerning the major should consult any member of the American literature and civilization department, or one of the following advisers: Mr. Ralph, Ms. Feely, Mr. Hart (history); Mr. Davis(religion), Mr. Grindon, Mr. Perry (theatre, dance, and film/video), Mr. Klyza (environmental studies); Mr. Sasson (sociology) or Mr. Fee (sociology). Students who major in American civilization are encouraged consistently to seek the advice of faculty outside of the department.

Note: Fourteen courses in the three categories listed below are required for the major. No more than two winter term courses may count toward the major, senior thesis work excepted.

REQUIREMENTS FOR THE AMERICAN CIVILIZATION MAJOR:

Students who entered Middlebury in the fall of 1998 or earlier have the option of following the old requirements. Consult the 1999-2000 course catalog or see Ms. Allen for details.

I. Courses required of all students (seven courses)

1. HI 203 United States History: 1492-1861
2. AL 201 American Literature: 1620-1830
3. AL 202 American Literature: 1830-1865
4. PS 102 The American Political Regime, ***or***

PS 104 Introduction to American Political Processes
5. AC 210 Formation of Modern American Culture I: 1865-1919
6. AC 211 Formation of Modern American Culture II: 1920-2000
7. Any American civilization elective numbered 200 or above

Students who receive advanced placement credit in American history will nevertheless be required to take HI 203.

II. Major Field (four courses)

In addition to the seven required courses, students will choose four courses from a single department or program (e.g., history of art, history, religion, political science, film and media culture, American literature) that pertain directly to American civilization. American civilization majors must fill out a form specifying the four courses in the major field. Ms. Allen must approve this form no later than the fall semester of the junior year. Students may also petition for approval of a self-designed major field. A self-designed major field, (e.g., African-American studies, nineteenth-century American culture, gender studies), constructed either thematically or chronologically, must be approved by the end of the first week of the fall semester of the junior year.

III. Advanced Studies (three or four courses)

1. AC 400 Junior Seminar in American Civilization (Fall)
2. AC 700 Senior Essay (Fall), or Senior Honors Thesis (Fall, Winter)
3. AC 704 Senior Seminar in American Civilization (Fall)

In considering topics for senior essays and senior theses, American civilization majors are encouraged to develop a topic that compares an aspect of life in the United States with the same aspect of life in another culture.

Note: To qualify to write an honors thesis, a student must have had an average of B+ or better for courses taken to fulfill requirements for the major.

Minor in American Civilization: Students may minor in American civilization by taking the following courses: AC 210, AC 211, AL 202, an American civilization elective numbered 200 or above, AC 400.

College Writing Program

When offered, AC 103 satisfies the College writing requirement.

AC 103 Introduction to American Civilization: Media and Childhood in American Culture (CW) (Fall)

This course considers the controversial and much debated relationship between media and childhood in American society. We will examine the social construction of childhood at a variety of moments in American history, tracing out cultural anxieties and utopian promises that have been linked to a range of media, including television, film, comics, and computers. Rather than assessing whether media are ultimately positive or negative influences on children, we will explore how adults have used media as a way to define childhood, how children are envisioned by media regulators and producers, and how we might best study this complex cultural relationship. 3 hrs. lect./disc. **SOC LIT USA NOR** (J. Mittell)

AC/FM 134 American Film Genres (Fall)

See Department of Film and Media Culture listings for description. **ART USA NOR** (L. Grindon)

AC/HA 207 American Painting: 1750-1900 (Not offered in 2002-03)

A survey of American painting focusing upon the major painters and themes of the eighteenth and nineteenth centuries. The course will examine the development of history, landscape, and genre painting within its larger social and historical context. In addition to surveying the major developments, we will also focus upon specific masterpieces of American painting. Among some of the artists to be considered are John Singleton Copley, John Trumbull, Thomas Cole, William Sidney Mount, Winslow Homer, and Thomas Eakins. 3 hrs. lect./disc. **ART HIS USA NOR**

AC 210 Formation of Modern American Culture I: 1865-1919 (Fall)

An introduction to the cultural history of the U.S. from the end of the Civil War through WWI. In addition to the history of ideas, we will place particular emphasis on the changing shape of popular, mass, and elite cultural forms. We will explore a widely-accepted scholarly notion that a new, distinctively national and modern culture emerged during this period and that particular ideas of social formation (race, class, gender, sexuality, etc.) came with it. We will practice the interdisciplinary interpretation of American culture by exploring a wide range of forms: autobiographies, political statements, novels, architecture, paintings, short stories, and film. Required of all American civilization majors beginning with the class of 2002. (Not open to students who have taken AC 200.) 2 hrs. lect./1 hr. disc. **HIS USA NOR** (J. McWilliams)

AC 211 Formation of Modern American Culture II: 1920-2000 (Spring)

A continuation of the themes addressed in AC 210, tracing the development of a distinctive national and international American culture between 1920 and 2000. The class will highlight the rise of modern mass culture, focusing on the emergence of new cultural forms and media, the increasingly public role played by women and racial minorities, the changing nature of the built environment, and the importance of American popular culture on the world stage. Less a survey of cultural history than an interdisciplinary examination of key issues and conflicts, the course will be organized around a variety of written, visual, and aural texts. Required of all American civilization majors beginning with the class of 2002. (Not open to students who have taken AC 200.) 2 hrs. lect./ 1 hr. disc. **HIS USA NOR** (H. Allen)

AC 220 Topics in American Civilization: Baseball and American Culture (Spring)
A study of baseball: literature and American culture. The tradition, history, and oral flavor of the game renders baseball ideal for examining particular American myths. This course will not celebrate scratching and spitting, nor will it promulgate rhapsodic effusions on baseball's metaphoric qualities; rather it will be a rigorous examination of certain aspects of American culture, including issues of race, social class, and celebrity, through the national pastime and the literature it has generated. 3 hrs. lect./disc. **HIS USA NOR** (K. Lindholm)

AC/FM 230 The Woman's Film (Not offered 2002-03)
See Department of Film and Media Culture listings and for description. **ART HIS USA NOR**

AC/FM 236 Television & American Culture (Fall)
See Department of Film and Media Culture listings for description. **SOC USA NOR** (J. Mittell)

AC/FM 238 Film Noir (Spring)
See Department of Film and Media Culture listings for description. **ART USA NOR** (L. Grindon)

AC/HA 244 Knickerbocker New York (Not offered in 2002-03)
The course will begin with a survey of seventeenth-century Dutch art and history as reflected in the paintings of Rembrandt, Vermeer, Hals, Ruisdael, and de Hooch. Through the writings of Washington Irving (whose pen name was Dietrich Knickerbocker) and the paintings of John Quidor, we will then explore the Dutch life and culture of seventeenth-century New York as well as its eventual demise and destruction in the nineteenth century. In our examination of Knickerbocker New York, we will also focus upon the historical and legendary figures of Peter Stuyvesant, Anthony Van Corlear, Wolfert Webber, Ichabod Crane, and Rip Van Winkle. 3 hrs. lect./disc. **LIT ART USA NOR**

AC/HA 245 American Landscape: 1825-1865 (Spring)
This course will explore American landscape painting through an interdisciplinary approach, employing art, literature, religion, and history. In studying the landscape paintings of Thomas Cole, Asher B. Durand, and Frederic Church, we will also consider the commercial growth of New York City; the myths and legends of the Catskill Mountains; the writings of James Fenimore Cooper, Washington Irving, and Henry David Thoreau; the opening of the Erie Canal; and the design and construction of Central Park. 3 hrs. lect./disc. **ART HIS USA NOR** (C. Wilson)

AC/FM 246 Media Technology and Cultural Change (Spring)
See Department of Film and Media Culture listings for description. 3 hrs. lecture **HIS USA NOR** (J. Mittell)

AC/HI 290 The Promised Land?: Immigrants, Ethnics, and the American Experience (Spring)
See department of History for description. **HIS USA NOR CMP** (E. Knox, J. Ralph)

AC 330 Studies in American Civilization: Black Chicago (Spring)
This course examines the development of Chicago's African-American community and explores the evolution of black cultural forms in the city. Drawing on texts from history and sociology, we will work to understand how and why the black community grew as it did. In the context of that analysis, we will also consider the music, literature, and visual art associated with black Chicago. Readings may include Grossman's *Land of Hope,* Spear's *Black Chicago*, Cayton and Drake's *Black Metropolis,* Rosen's *The South Side,* fiction by Richard Wright, William Attaway, Willard Motley, and Cyrus Colter; poetry by Gwendolyn Brooks, Frank Marshall Davis, and Haki Madhubuti; drama by Lorraine Hansberry. 3 hrs. lect./disc. **HIS USA NOR** (W. Nash)

AC/FM 343 American Media Industries (Spring)
See Department of Film and Medial Culture listings for description. (3 hrs. lect./3 hrs. screen.) **SOC USA NOR** (J. Mittell)

AC 365 The Art and Language of the Civil War (Not offered in 2002-03)
The course will begin with a review of the major historical events of the Civil War. We will then study the conflict through the paintings of Winslow Homer and Frederic Church, the poetry and prose of Walt Whitman, the photographs of Matthew Brady, and the political writings of Abraham Lincoln. Particular emphasis will be placed upon the thoughts and attitudes of the common soldier as reflected in his diaries and journals. No prerequisites and HI 405 welcome. 3 hrs. lect./disc. **ART HIS USA NOR**

AC/HI 373 History of American Women (Fall)
See Department of History for description. **HIS USA NOR CMP** (A. Feely)

AC 377 African-American Critical Thought (Not offered in 2002-03)
This course is devoted to answering one question: how have African American thinkers attempted to solve the problem of race in American life? Thus, it is an inquiry into the process of analysis that different leaders have used to reach conclusions that range from integration and assimilation to self-segregation and expatriation; from Black Nationalism and violent revolution to civil disobedience and non-violent direct action. We will become acquainted with each intellectual position by examining at length the life and writings of the men and women who have been the most eloquent exponents of each position. As such, the course will also be a study in the power of rhetoric as expressed through the written and spoken word to effect change. There will be extensive readings from Frederick Douglass, Sojourner Truth, Martin R. Delany, W.E.B. Du

Bois, Martin Luther King, Jr., and Malcolm X. Scholarly criticism about these leaders will also be considered. (AL 357, or HI 371, or HI 372 recommended; students who have taken SA 092 in winter term 2001 cannot register for this course) 3 hrs. lect./disc. **HIS SOC USA**

AC 400 Seminar in American Civilization: The Body in American Culture (junior year) (Fall)
This course explores how the human body has been viewed, exhibited, and objectified in American culture from the mid-nineteenth century to the present. We will consider the body's function as a site for the construction of meanings based on gender, race, sexuality, nationality, and class. We will also consider the body's relationship to evolving discourses of pornography, disabilility and disease, technology, and corporal punishment. Course materials will span a range of disciplines, including art, literature, history and film. Throughout the semester, we will pay particular attention to the kind of interdisciplinary inquiry demanded by the American Civilization major. 3 hrs. lect./disc. (H. Allen)

AC/HA 408 American Art in Context: The Art and Life of Winslow Homer (CW) (Spring)
Although generally regarded as a popular painter of American life, Winslow Homer often provides a penetrating and sometimes disturbing view of post-Civil War America. Among the topics to be considered: Homer's paintings of the Civil War; his illustrations of leisure and recreation; and his depictions of women and children in the Gilded Age. During the second half of the course, we will turn our attention to Homer's landscape paintings of the Adirondacks, the Caribbean and the Maine coast, as well as his seascapes of the Gulf Stream and the North Atlantic. **3 hrs. lect./disc.** ART HIS USA NOR **(C. Wilson)**

AC 500 Independent Study (Fall, Winter, Spring)
(Select project adviser prior to registration.)

AC 700 Senior Essay/Senior Thesis (Fall, Winter)
For students who have completed AC 400. Under the guidance of one or more faculty members, each senior will complete research leading toward either a one-term, one-credit interdisciplinary senior essay or a two-term, two-credit interdisciplinary honors thesis on some aspect of American culture. Only students who have a B+ average in courses taken for the major may write an honors thesis. The essay is to be submitted no later than the last Thursday of the fall semester; the thesis is to be submitted no later than the last Thursday of winter term. (Select project adviser prior to registration.)

AC 704 Seminar in American Civilization (Senior Year) (Fall)
A reading of influential books about the development of American Civilization. The books will be studied, not only for their content, but for their methodology as it may be applicable to the writing of senior essays and theses. (Open to senior American civilization majors only.) (H. Allen)

AMERICAN LITERATURE

Professors: Stephen Donadio, John McWilliams Brett Millier (chair), *Associate Professors*: William Nash, Michael Newbury(on leave academic year), Timothy Spears(on leave academic year); *Assistant Professors*: Holly Allen, Karl Lindholm, Jason Mittell; *Visiting Instructor*: Deborah Evans.

An American literature major is expected to develop an understanding of the nation's principal writers and literary movements as they have developed historically. Emphasis is upon the study of individual authors in the broader context of the development of American culture from its colonial origins to the present day.

Requirements for the Major: Fourteen courses for all majors, including LI 101 or AL 103, AL 201, AL 202, and AL 203; AL 450; three other one-semester literature courses in the department; and the two seminars in the senior program. The remaining four courses may be fulfilled in one of two ways. Students pursuing the study of American literature in its historical context will take two courses in American history (one, if the student has AP credit) and two courses in a non-American literature (EL 204 and EL 250 are especially recommended). Students who wish to pursue a creative writing specialization may take any three courses in the creative writing sequences offered by the Department of English and an AL 500 independent creative writing project.

The senior program for American literature majors consists of a fall term seminar (AL 704) and a winter term review seminar (AL 715) culminating in a one-hour oral general examination. The oral examination is based upon a list of readings required of all majors. This list is available on the department Web page, or from the department coordinator, Renee Brown.

***Honors Program*:** Departmental honors are awarded only to students who write a senior thesis. To qualify as a candidate for honors, one must have had an average of B+ or better for all courses required for the major. During the spring of the junior year, in consultation with a faculty adviser and with departmental approval, the student will select a topic for independent investigation. During the senior year, he or she will take AL 700 (Senior Research) in the fall and spring semesters; theses are due in April.

American literature majors who choose creative writing theses will be supervised by the faculty in creative writing.

There is a one-hour oral defense of the completed thesis. For analytical theses, one of the three examiners will ordinarily be from outside the Department of American Literature and Civilization. For theses in creative writing, at least one of the three examiners will be from within the Department of American Literature and Civilization . Students awarded an A on their senior theses will be eligible for highest honors, an A- for high honors, and a B+ for honors. Final graduation honors are determined on the basis of the thesis grade, a minimum of a B on the comprehensive examination, and the overall grade point average in courses required for the major.

Minor in American Literature: Students may minor in American literature by taking the following five courses: LI 101 or AL 103, AL 201, AL 202, AL 203, and AL 450.

College Writing Program

AL 103 and AL 104 (when offered) and LI 101 (see listing in the Literature Program) satisfy the College writing requirement.

AL 103 Reading American Literature (CW) (Spring)
This writing-intensive course will cultivate skills in the close reading of short stories and poems. We will concentrate on a variety of authors and think about matters such as narrative voice, the use of figurative settings, and the regional origin of particular kinds of writing. 3 hrs. lect./disc. **LIT USA NOR** (J. McWilliams)

AL/EL 117 The Modern Short Story (Spring)
See Department of English for description. **LIT USA NOR** (R. Cohen)

AL 201 American Literature: 1620-1830 (Fall)
A study of the growth of American literature from the time of European exploration through the Puritan and revolutionary periods to the early romantic authors. Emphasis on, Edwards, Franklin, Irving, Cooper, and Poe. Required of all majors and minors in American literature and majors in American civilization. 3 hrs. lect./disc. **LIT USA NOR** (J. McWilliams)

AL 202 American Literature: 1830-1865 (Fall)
A study primarily of the six authors who comprise the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson. Required of all majors and minors in American Literature and American Civilization.) 2 hrs. lect./1 hr. disc. **LIT USA NOR** (W. Nash)

AL 203 American Literature: 1865-1940 (Spring)
A study of the major authors of the period, including Twain, James, Crane, Jewett, Adams, Wharton, Anderson, Stein, Frost, Eliot, Stevens, Hemingway, Fitzgerald, and Faulkner. Required of all majors and minors in American Literature. 2 hrs. lect./1 hr. disc. **LIT USA NOR** (D. Evans)

AL 204 American Literature Since 1940 (Fall)
A study of American poetry, fiction, and non-fiction since the Second World War, including authors such as Bellow, Heller, Ellison, Kerouac, Ginsberg, Nabokov, O'Connor, Berryman, Wolfe, Didion, and Delillo, among others. 3 hrs.lect./disc. **LIT USA** (R. Cohen)

AL/TH 216 American Drama: Contemporary Playwrights (Not offered in2002-03)
See Department of Theatre, Dance, and Film/Video for description. **LIT ART USA NOR**

AL/LI 250 Cultural Crossings: Studies In Literary Influence (Not offered in 2002-03)
Focusing on a range of American fictions, this course will explore the impact of earlier literary models on the work of nineteenth- and twentieth-century authors, tracing out lines of artistic influence and assessing the larger implications of the imaginative reworking. Among the authors and works likely to be considered: F. Scott Fitzgerald and Petronius; Herman Melville and Carlyle; Gertrude Stein, Willa Cather, and Flaubert; Ernest Hemingway and Turgenev; and Ralph Ellison and Dostoevsky. 3 hrs. lect./disc. **LIT USA HIS NOR**

AL/WG 260 American Women Writers (Fall)
This course examines the development of American women's fiction in the nineteenth and early twentieth centuries. Readings will include works by authors such as Lydia Maria Child, Catharine Sedgwick, Harriet Beecher Stowe, Fanny Fern, Louisa May Alcott, Frances E. W. Harper, Sarah Orne Jewett, Kate Chopin, Charlotte Perkins Gilman, Edith Wharton, Gertrude Stein, and Willa Cather. We will consider the writers' contributions to American culture and examine their texts in relation both to important literary movements (sentimental and domestic fiction, realism, regionalism, modernism, etc.) and to their historical contexts. 3 hrs. lect./disc. **LIT USA NOR** (D. Evans)

AL/EL 262 American Drama (1930-1960) (IV) DR (Spring)
See Department of English for description. **LIT ART USA NOR** (J. Bertolini)

AL 301 The American Novel I (Spring)
The development of the American novel in the nineteenth century, including novels by Cooper, Hawthorne, Stowe, Melville, Howells, James, Twain, Wharton, and Chopin. 3 hrs.lect./disc. **LIT USA NOR** (J. McWilliams)

AL 302 The American Novel II (Not offered in 2002-03))
The development of the American novel in the early twentieth century, emphasizing Wharton, Dreiser, Cather, Hemingway, Fitzgerald, Faulkner, and West. 2 hrs. lect./1 hr. disc. **LIT USA NOR**

AL 306 American Poetry: 1620-1920 (Not offered in 2002-03)
A study of the formative voices of the American tradition of lyric poetry, including Edward Taylor, Anne Bradstreet, Edgar Allan Poe, William Cullen Bryant, Ralph Waldo Emerson, H.W. Longfellow, Walt Whitman, Emily Dickinson, Frederick Goddard Tuckerman, Stephen Crane, E.A. Robinson, and Robert Frost. 3 hrs. lect./disc. **LIT USA NOR**

AL 308 Topics in Recent American Poetry (Spring)
We will examine the phenomenon of the "important" book of contemporary poetry, books that in some way changed how poetry was written and practiced in their

time. In looking at the "event" of each publication, we will study not only the book's individual poems, but also the way those poems are arranged into a volume of verse, the moment in literary history in which the book appeared, and how the book was received. Texts will likely include Plath, *Ariel*; Lowell, *Life Studies*; Berryman, *77 Dream Songs*; Rich, *The Dream of a Common Language*; Bishop, *Geography III*, Snyder, *Turtle Island*; and Hejinian, *My Life*. 3 hrs. lect./disc. **LIT USA NOR** (B. Millier)

AL/EL 309 Contemporary Literature (III) FI (Spring)
This course will survey fiction written in English over the past 25 years. American, British, and Canadian writers may be included, among them Iris Murdoch, Alice Munro, Toni Morrison, Don Delillo, Michael Ondaatje, Nadine Gordimer, Martin Amis, Charles Johnson, Jane Smiley, and Jonathan Franzen. 3 hrs. lect./disc. **LIT** (B. Millier)

AL/EL 312 Modern Poetry (IV) (Fall)
See Department of English for description. **LIT** (J. Parini)

AL/EL 315 Visions of Nature (Spring)
See Department of English listings for description. **LIT USA NOR** (J. Elder)

AL 340 Regionalism: The American West (Spring)
As Wallace Stegner suggests, the West remains unique as a region in the American imagination, "the last, best place" to offer "a geography of hope." We will examine how and why the myth of the West as a place of romance, opportunity and individual freedom was constructed and alternately sustained or questioned. By examining texts that represent only a small selection of the diverse body of writing on the trans-Mississippi American experience-exploration literature, the cowboy Western, women's western writing, the "Hollywood" novel, contemporary Native American literature, etc.—this course will consider questions of gender, genre, and class, as well as racial and environmental concerns. Our authors will be selected from among the following: Lewis and Clark, Francis Parkman, Mark Twain, Frank Norris, Owen Wister, Zane Grey, Mary Austin, Willa Cather, John Steinbeck, F. Scott Fitzgerald, Nathanael West, Wallace Stegner, N. Scott Momaday, Leslie Marmon Silko, Sam Shepard, Barbara Kingsolver, and Cormac McCarthy. 3 hrs. lect./disc. **LIT USA NOR** (D.Evans)

AL/EL 353 The Poetry of Robert Frost (Not offered in 2002-03)
See Department of English listings for description.

AL 355 African American Narrative (Not offered2002-03)
This course will consider twentieth century African American literary aesthetics. Using a combination of critical essays and novels, we will read writers' and critics' definitions of the evolving black literary tradition and will analyze novels as illustrative examples. We will discuss developments in African American literature, such as the Harlem Renaissance, social realism, universalism, the Black Arts Movement, the New Breed, and the New Black Aesthetic. Authors may include Langston Hughes, George Schuyler, Claude McKay, Jessie Fauset, Richard Wright, Willard Motley, Ann Petry, Ralph Ellison, Addison Gayle, John A. Williams, Ishmael Reed, Toni Cade Bambara, Toni Morrison, and Charles Johnson. 3 hrs. lect./disc. **LIT USA NOR**

AL 356 Slavery and the African American Literary Tradition (Not offered in 2002-03)
This course considers representative classic slave narratives and examines how later writers have used their form and subject matter to revise our understandings of both slavery and contemporary society. In the process, we will discuss varying definitions of "freedom" and "identity," giving close attention to issues (gender, for instance) shaping these concerns in the works we read. Texts may include slave narratives by Frederick Douglass and Harriet Jacobs and novels by William Wells Brown, Frances E. W. Harper, Margaret Walker, David Bradley, Ishmael Reed, Charles Johnson, and Toni Morrison. 3 hrs. lect./disc. **LIT USA CMP**

AL 357 Images of Blackness and Whiteness in American Literature (Not offered in 2002-03)
This course explores how twentieth-century American authors construct images of blackness and whiteness. Through a close examination of primary texts and a careful consideration of critical and theoretical works, we will consider how these culturally coded images both shape and are shaped by American attitudes about racial identity. Critical readings may include selections by Toni Morrison and bell hooks. Primary texts may include works by W. E. B. Du Bois, Gertrude Stein, James Weldon Johnson, Nella Larsen, William Faulkner, Richard Wright, Sinclair Lewis, Ralph Ellison, Saul Bellow, Toni Morrison, and Charles Johnson. 3 hrs. lect./disc. **LIT USA CMP**

AL/RU 359 The Art of Vladimir Nabokov (in English) (Not offered 2002-03)
See Department of Russian listings for description. 3 hrs. lect. **LIT USA NOR**

AL/EL 411 The Poetry of Robert Frost: Senior Seminar (Not offered in 2002-03)
See Department of English for description.

AL 450 Seminar in Major Authors (Fall)
Intensive study of one or two authors. Readings will include secondary sources. Required of all American literature majors and minors. A lengthy term paper will be assigned. Fall authors: Richard Wright and Ralph Ellison. (Open to junior and senior American literature majors and minors only.) 3 hrs. lect./disc. (W. Nash)

AL 500 Special Research (Fall, Winter, Spring)
Individual research on a topic not covered in regular offerings. (Select project adviser prior to registration.)

AL 700 Senior Research (Fall, Spring)
Required of seniors who are candidates for departmental honors. In order to complete thesis requirements, students will take AL 700 during both semesters of their senior year. The thesis is due in April. (Select project adviser prior to registration.)

AL 704 Senior Seminar (Fall)
Group discussion of selected works of American literature drawn from the required reading list for majors. Both oral presentations and written work will be required. (Open to senior American literature majors only). 3 hrs. lect./disc. (B. Millier)

Note: During winter term of their senior year, all American literature majors will take AL 715, a review seminar culminating in an oral general examination to be held at the end of January. In winter term 2002, the seminar will be taught by Mr. Nash.

Biology

Professors: Tom Root (chair), Sallie Sheldon, Stephen C. Trombulak, Christopher Watters; *Associate Professor:* Grace Spatafora (on leave academic year), *Assistant Professors:* Matthew Dick, Andrea Lloyd, David Parfitt, Helen Young; *Visiting Assistant Professor:* Joshua Kavaler; *Assistants in Science Instruction:* Vickie Backus, Susan DeSimone, Matthew Landis; *Research Scholar:* Dana Helmreich; *Visiting Scholar:* Christopher L. Fastie.

The mission of the Department of Biology at Middlebury College is to provide students the opportunity to explore the science of life, in all its complexity and diversity, within the tradition of the liberal arts. We are committed to excellence in our teaching and research programs. We strive to develop each student's ability to acquire and critically interpret knowledge of basic facts and theories of biology, to relate that knowledge to other subject areas in the liberal arts, to add to the body of biological knowledge through research, and to communicate his or her understanding to others both within and outside the field of biology. We take pride in our innovative approaches in the laboratory and our availability to students. In the laboratory and in the field, students work in small groups directly with the faculty. We offer a variety of upper-level courses in each area, and we are well equipped to offer laboratory and field courses throughout the curriculum.

Our courses emphasize both written and oral communication, and all upper-level courses require independent study. Seniors frequently do independent research with the faculty, sometimes producing professional publications. The location of the College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides excellent opportunities for field studies.

The biology department offers a major and a minor in biology, participates in offering a major in the neuroscience and molecular biology/biochemistry programs, and participates in a formal joint major with environmental studies.

Requirements for the Biology Major:

The biology major has three parts: core courses, biology electives, and science cognates.

Core Courses: Each student must take each of these courses.

1. BI 190 Ecology
2. BI 195 Genetics and Evolution
3. BI 250 Organelles and Cells (Note: This course has CH 103 as a prerequisite.)
4. Two courses from among BI 201 Invertebrate Biology, BI 202 Vertebrate Life, BI 203 Biology of Plants, and BI 310 Microbiology.
5. One course in experimental design and analysis from among BI 211 (offered each winter term), MA 106 or PY 201 for students entering in fall of '00 or later.

Electives: Each student must take six additional courses from the biology department, at the 200 level or higher.

Cognates: Each student must take four courses in related science disciplines. One of the four cognate courses is automatically CH 103 because this is a prerequisite for BI 250. For students entering in fall of '00 or later, a second of these cognates must be a course in experimental design and analysis from among BI 211 (offered each winter term), MA 106 or PY 201. The remaining cognates can include chemistry (excluding CH 170), computer science, geography (only GG 254 and GG 320), geology (excluding GL 104), physics (excluding PH 101 and PH 155), mathematics, and psychology (only PY 201, PY 207, and PY 301).

Guidelines and Restrictions Relevant to the Selection of Courses for the Major:

❖ It is expected that the core courses will be completed by the end of the sophomore year. Students with a 4 or 5 in the biology AP may take the BI 195 placement exam and if successful will be granted a credit in biology and be permitted to take courses at the next level.

❖ Except for transfer students, BI 190, BI 195, and BI 250 must be taken at Middlebury College.

❖ Departmental and cognate courses offered with laboratories must be taken with the laboratory to satisfy major or joint major requirements.

❖ At least four of the electives in the department must be chosen from those offered at the 200, 300, and 400 levels during the fall or spring semester.

❖ The remaining two electives may include BI 500 Independent Study, or one winter term course designated for major credit.

❖ A maximum of three courses taken off campus may be credited toward the completion of the major (two toward the completion of a joint major). This includes courses taken at the Marine Biological Laboratory at Woods Hole and at the Center for Northern Studies.

❖ Except for transfer students, off-campus biology courses must be beyond the introductory level.

❖ When a course is offered at Middlebury with a lab or prerequisites, an equivalent off-campus course must also include a lab or prerequisites.

Requirements for a Minor in Biology: BI 190, BI 195, and BI 250, and two elective courses from 200-, 300-, and

400-level courses in the department, one of which must be an organismal course (BI201, 202, 203, or 310), AND one of which must be at the 300 or 400 level.

Guidelines and Restrictions for the Minor:

- Except for transfer students, BI 190, BI 195, and BI 250 must be taken at Middlebury College.
- The two electives need to be related thematically.
- When a course is offered at Middlebury with a lab or prerequisites, an equivalent off-campus course must also include a lab or prerequisites.
- Transfer credit for a course will be given only after the department chair reviews the course material upon a student's return to campus. (See guidelines for transfer credit.)

Requirements for the Molecular Biology and Biochemistry Major: See the listing of the Program in Molecular Biology and Biochemistry for a description of this major.

Requirements for the Neuroscience Major: See the listing of the Program in Neuroscience for a description of this major.

Requirements for the Joint Major with Environmental Studies: BI 190, BI 195, BI 250, ES 112, PS 211, EL/AL 215, GG 320, ES 401; four courses from among the conservation biology focus of the ES major (see the listing under the Program in Environmental Studies); one additional course in the biology of organisms from among BI 201, BI 202, BI 203, and BI 310; two non-science cognates from among the list of ES cognates (see the listing under the Program in Environmental Studies); and three cognates from among the list of biology cognates. Senior work integrating the two programs is necessary.

Self-designed joint major programs with other departments are possible for students wishing to study aspects of two related disciplines without taking all the courses prescribed for a major in either. Students interested in this option should consult with the chairs of both appropriate departments.

Requirements for the Joint Major in Biology and Psychology (available only to students entering before 9/01): See the listing of the Psychology Department for a description of this major.

Graduate or Professional Training: Students planning careers that require graduate or professional training (including medical, veterinary, and dental schools) should be aware that these schools often require familiarity with the subject matter in CH 103, CH 104, CH 241, CH 242, MA 112, MA 113, PH 109, and PH 110. Some graduate schools and medical school programs require additional courses in chemistry, math, and physics (see Premedical Program).

Departmental Honors Program: Students with an average of 3.0 or better in departmental courses other than BI 500 may apply for admission to the department's honors program after one semester of independent study. Normally, honors research begins during the first term of a student's senior year (or during the preceding summer). Students interested in field research should talk with a faculty member by winter term of their junior year. All other prospective thesis students should consult with prospective advisers concerning possible honors projects by spring term of their junior year. Honors projects must be of at least two terms' duration and result in the production of a thesis, a public presentation of the research on which it is based, and an oral defense of the thesis before a committee of at least three faculty members by the published deadlines before the project may be considered by the department for departmental honors. High honors are given to students who meet the general College requirements and who complete an outstanding independent project. A necessary, but not sufficient, condition for the awarding of high honors is a grade on the thesis of at least B+.

Advanced Placement Credit: Middlebury College grants one college credit for a score of 5 on the Biology Advanced Placement Exam. However, because the biology department does not offer any introductory course that is the equivalent of an AP biology course, advanced placement credit does not exempt a student from any of the published requirements for the major, minor, or joint majors, nor can it satisfy the College's distribution requirement. However, students with a 4 or 5 in the biology AP may take the BI 195 placement exam and if successful will be granted a credit in biology and be permitted to take courses at the next level.

Off-Campus Study: Students interested in taking biology courses off campus are strongly encouraged to discuss their plans with their adviser early in their college careers. Students should especially see the "Guidelines and Restrictions" section of the requirements for the biology major for restrictions on obtaining transfer credit. Students seeking approval for biology courses taken off campus should be prepared, upon their return, to document course content with syllabi and class notes.

Master of Science Degree: The department admits a limited number of graduate students as candidates for the degree of Master of Science. Degree requirements are listed separately under graduate programs.

BI 190 Ecology (Fall, Spring)

How do wood frogs freeze solid and survive? Why do some plants in Vermont create their own heat early in the spring? What determines where species live, and whether their populations expand or decrease over time? This course for nonmajors and majors is an introduction to organisms in their environments, including consideration of physiological adaptations, behaviors, and reproductive strategies. We will look at how individuals affect members of their own species, and explore the diversity of interactions among species and their role in the organization of communities. We will examine how ecological communities affect and are affected by the physical environment. Why are prairies found in some places and forests in others? Why are natural disasters not always disastrous for ecological communities? Not open to junior or senior biology majors. 3 hrs. lect./3 hrs. lab. **SCI DED** (fall: A. Lloyd; spring: S. Sheldon)

BI 195 Genetics and Evolution (Fall, Spring)

This course will introduce cell division, patterns of inheritance, molecular and chromosomal bases of variation and inheritance, and genetic control of enzymes. It will continue by focusing on the principles of population genetics and mechanisms of evolution, including natural and sexual selection, altruism and kin selection, genetic drift, and speciation. It will conclude with a brief introduction to phylogenetic analysis and coevolution. Laboratory sessions will include experimental work and observation plus discussions of problems and assigned reading. 3 hrs. lect./ 3 hrs. lab. **SCI DED** (fall: M. Dick; spring: H. Young)

BI 200 Systematics (Not offered 2002-03)
The discipline of biological systematics endeavors to detect patterns of relationship among some 30 million species of living organisms, and to organize this knowledge in a usable form. This course focuses on the principles of phylogenetic systematics, or cladistics. Topics include the history and theory of systematics; morphological and molecular characters; methods of phylogeny estimation; assessment of phylogenetic trees; relevance of fossil taxa; vicariance biogeography; species concepts; and classification. The laboratory gives practical experience in collection of molecular and morphological systematic data; use of software for phylogenetic analysis; and identification, systematic description, and classification. **SCI DED**

BI 201 Invertebrate Biology (Fall)
The study of invertebrate animals, which comprise more than 90 percent of all animal species and represent the most diverse approaches to life on earth. A wide variety of protozoans and worms through echinoderms, mollusks, and insects are examined. Animals are studied primarily in the field for the first half of the course and the lab in the second. Emphasis is upon their ecology, evolution, behavior, and taxonomy. Specialized topics include regeneration, parasitology, sociality, and adaptations to freshwater, marine, and terrestrial habitats. Oral, written, and independent projects are required. 3 hrs. lect./3 hrs. lab., one weekend field trip. **SCI** (T. Root)

BI 202 Vertebrate Life (Spring)
We will explore the evolution of the vertebrate classes and the adaptations that allow them to live in almost every habitat on Earth. We will study the taxonomy, natural history, distribution, and morphology of each class and discuss how each group solves the problems of finding food, avoiding predators, and moving throughout the environment. Laboratory exercises will provide in-depth exposure to both vertebrate anatomy and general principles of vertebrate biology. Occasional field trips will introduce the local vertebrate fauna in their natural habitat. (BI 190 or BI 195) 3 hrs. lect./3 hrs. lab. **SCI** (staff)

BI 203 Biology of Plants CW (Fall)
An introduction to plants, their life cycles, and their relationships to each other, as well as to the animals that pollinate them and eat them. We will discuss morphology, physiology, evolution, and natural history of plants (mosses, ferns, gymnosperms, angiosperms). The laboratory will emphasize plant identification (students will make a plant collection), various aspects of plant ecology and physiology, plant morphology, and plant use by humans. Field trips will be the norm early in the semester. (BI 190 or BI 195) 3 hrs. lect./3 hrs. lab. **SCI** (H. Young)

BI 216 Animal Behavior (Spring)
The behavior of animals primarily from an ethological perspective, with respect to genetics, physiology, evolution, and other biological factors. The course follows the history and methods of studying individual and social behaviors like feeding, courtship, mating, parental care, defense, predation, and migration. We examine live animals in the field and lab to illustrate such processes as instinct, learning, and communication. Discussion topics include behaviorism, intelligence, and sociobiology, analytical methods from tracking banded birds to computerized video analysis, are utilized, and students design their own research projects. Oral, written, and independent projects are required. (BI 190 or 195) 2 .5 hrs. lect./1 hr. video screen./3 hrs. lab. **SCI** (T. Root)

BI 225 Human Genetics (Spring)
This course incorporates both classical and molecular approaches to study of the structure of the human genome, chromosomes, and genes; gene function; effects of changes in chromosomes and genes; and analysis of the genetic structure of pedigrees and populations. Through lecture, discussion, and problems, we will explore topics including, but not limited to classical genetic concepts as they apply to human genetics; the genetic basis of cancer; cloning and gene therapy; the Human Genome Project; genetic diseases and screening; and human evolutionary genetics. (BI 195 or waiver) 3 hrs. lect./1 hr. disc. **SCI DED** (M. Dick)

BI 250 Organelles and Cells: An Introduction to Concepts and Methodology (Fall, Spring)
The biology of eukaryotic cells and their internal compartments, with emphasis on deriving modern concepts and understanding the methodological basis of such concepts and their limitations. Topics include the membrane basis of compartmentation and transport, the organization of the eukaryotic genome and gene regulation, the synthesis and targeting of membrane proteins, the cytoskeleton and cell motility, cell signaling, and bioenergetics, and the function of such specialized cells as muscle and nerve. Laboratory work will stress experimentation, interpretation of data, and the composition of scientific prose; students will revise the first of two laboratory reports. (BI 195 and CH 103 or equivalent preparation) 3 hrs. lect./2 hrs. disc./prelab./3 hrs. lab. (fall: C. Watters; spring: J. Kavaler)

BI 302 Vertebrate Natural History (Fall)
This course deals with the natural history of vertebrates in the context of the forests, fields, wetlands, and rivers of western Vermont. We will explore in depth the taxonomy of the local vertebrate fauna; techniques for capturing and handling live animals, particularly birds, mammals, and fish; and address experimentally specific questions about the distribution and abundance of vertebrates in a range of natural plant communities. Topics considered will include conservation biology, population and community ecology, and behavior. Field work will involve several early morning, evening, and weekend trips. (BI 190) 6+ hrs. lab/field. (S. Trombulak)

BI 304 Aquatic Ecology (Fall)
This field course will introduce students to the freshwater aquatic ecosystems of the northeastern U.S., including lakes, streams, rivers, and wetlands. We will explore the ecological processes that dominate these systems, the organisms that inhabit them, and the ecological techniques central to their study. Field exercises will include trips to many aquatic ecosystems in the region; experience with sampling techniques for measurement of physical, chemical, and biological features; and experimental design for answering questions about the relationships among species and between species and their environment. (BI 190) 3 hrs. lect/3 hrs. lab. (S. Sheldon)

BI 305 Developmental Biology (Spring)
How do organisms develop? How is gene activity regulated such that stable and complexly different tissues and organs arise from an apparently simple, single-celled egg? How are these changes regulated by changes in gene activity? An introduction primarily to animal development and such phenomena as fertilization, cleavage, gastrulation, morphogenesis, and cellular differentiation. Lectures and discussion will focus on the genetic and cellular mechanisms underlying these processes and such non-embryological phenomena as regeneration and carcinogenesis. (BI 250 or CH 322 and by waiver) 3 hrs. lect. and disc. (C. Watters)

BI 310 Microbiology (Fall)
The microbiological principles emphasized in this class will provide students with a foundation for advanced study in many areas of contemporary biology. The course will integrate basic and applied aspects of microbiology into a study of the prokaryotic microorganisms. General principles of bacterial cell structure, function, and the role of microorganisms in industry, agriculture, biotechnology, and disease will be discussed. An independent laboratory project will stress basic microbiological techniques as applied to the isolation, characterization, and identification of microorganisms from the natural environment. (BI 250) 3 hrs. lect./3 hrs. lab./1 hr. prelab. (J. Kavaler)

BI 314 Molecular Genetics (Spring)
This course will focus on the structure and function of nucleic acids in both prokaryotes and eukaryotes. Lectures will center on molecular mechanisms of mutation, transposition, and recombination, the regulation of gene expression, and gene control in development, immune diversity and carcinogenesis. Readings from the primary literature will complement the textbook and classroom discussions. The laboratory will provide training in both classic and contemporary molecular-genetic techniques including nucleic acid isolation and purification, cloning, electroporation, nick-translation, Southern/Northern blotting, DNA sequencing, PCR and RT-PCR. (BI 250) 3 hrs. lect./3 hrs. lab./1 hr. prelab. (M. Dick)

BI 323 Plant Ecology (Spring)
This course will explore the role of plants in terrestrial ecosystems. We will spend half of the semester on plant physiological ecology, considering how environmental factors like light, nutrients, and water affect physiological processes. We will then turn our attention to plant communities, investigating their diversity and structure, their response to environmental disturbances, and the processes by which they change over time. Labs will emphasize fieldwork at local research sites representing a range of local plant community types. Labs will provide exposure to basic techniques of experimental design in plant ecology, measurement of plant physiological processes, and approaches to describing plant community structure and dynamics. Students will be required to design and complete an independent field or greenhouse-based research project during the semester. (BI 190). 3 hrs. lect./3 hrs. lab. (A. Lloyd)

BI 330 Mechanisms of Microbial Pathogenesis (Not offered 2002-03)
Many microorganisms have the potential to cause disease. An understanding of the mechanisms that promote bacterial pathogenesis is therefore essential for the development of effective disease prevention and/or treatment strategies. This course will explore the mechanisms by which microbial pathogens adhere to, invade, and persist in the human host. While an emphasis will be placed on microbial mechanisms of disease, the host response to the infectious process will also be discussed. (BI 250) 3 hrs. lect./disc.

BI 335 Human Microanatomy (Not offered 2002-03)
This course will examine the microscopic anatomy of human tissues, organs and organ systems with an emphasis on the histological composition and embryonic origin of tissues. Students will learn to identify and interpret photomicrographs of human tissue samples and correlate architecture with function and/or pathology. The theory and practice of preparing stained whole mount and sectioned slides for subsequent histological examination will also be discussed, as will the preparation of biological samples for electron microscopy. A trip to the cell imaging facility at the nearby University of Vermont is planned. (BI 250)

BI 340 Immunology (Fall)
How does the immune system work to fight disease? How can it respond to tens of millions of different substances, even those never found in nature? Why does one retain an immunity to previously encountered diseases? This course will examine the functions of the immune system. Topics to be covered include the cells of the immune system, how foreign substances are removed and inactivated, antibody structure and function, important molecules in the immune response, development and regulation of the immune system, and the importance of immune system function and malfunction in medicine. (BI 250), 3 hrs. lect/disc. (J. Kavaler)

BI 350 Endocrinology (Fall)
In all animals, hormones are essential to coordinate basic biological functions such as reproduction, mobilization of fuels, setting metabolic rate, and reaction to physiologic and psychologic stress. This course will cover the diverse

mechanisms that hormones use to influence physiological function and behavior. Lectures will take a comparative approach to study the molecular basis of endocrine regulation, the relationship of the hypothalamus with the pituitary gland, and the function of the primary endocrine axes such as reproduction, adrenal, thyroid, growth, and metabolism. Laboratory sessions will focus on the various approaches to endocrine research, including visualization of hormone receptors by immunocytochemistry, assessment of biological function through bioassays, and direct measurement of hormone concentration through radioimmunoassays. (BI 250 or by waiver) 3 hrs. lect./3 hrs. lab. (D. Parfitt)

BI 360 Practical Cell Biology (CW) (Spring)
The application of advanced techniques to the study of cells and their organelles, with emphasis on creating and testing hypotheses. We will examine amoeboid locomotion and the growth, differentiation and apoptosis of immortalized cultures of mammalian tissue cells, and we will isolate and characterize cellular fractions using "marker" enzymes and proteins. We will also fuse an eukaryotic gene with the gene for Green Fluorescent Protein (GFP) and follow and record the targeting of the newly synthesized GFP-tagged protein using fluorescence microscopy and optical imaging. Discussions and papers will emphasize the design of experiments, the critical interpretation of data, and the development of expository writing skills. Students will also be introduced to differential interference microscopy, cell culture, differential and density-gradient centrifugation, liquid scintillation spectrometry, detergent gel electrophoresis, ELISA and "Western" blots, micro chromatographic methods, and the safe usage of radioisotopes. Students' mastery of this material will be assessed in part through their preparation of a grant proposal to investigate a current problem in cell biology. A field trip to a confocal fluorescence imaging facility is planned. (BI 250 and CH 241, or CH 322, or by waiver) 2 hrs. lect./disc., 4+ hrs. lab. (C. Watters)

BI 370 Animal Physiology (CW) (Spring)
This course examines the body functions of humans and animals using general physiological principles and through comparative and environmental approaches. Lectures stress how animals adapt to habitats, and respond to environmental extremes (e.g., high altitude, deep sea, desert, and polar conditions). Computer simulations illustrate such unusual problems as artificial organs, extreme exertion, stress, and disease. Laboratories, reports and oral presentations emphasize experimental design, analysis and independent study using techniques like respirometry, osmometry, electrophysiology, exercise physiology, and nutritional analysis to examine practical problems. (BI 250) 3 hrs. lect., 3 hrs. lab. (D. Parfitt)

BI 390 Advanced Ecology (Not offered 2002-03)
This course builds on the ideas presented in BI 190 and deals in greater depth with population ecology, demography, life history strategies, species interactions, community structure, and dynamics. For each of these topics we will examine its theoretical basis and examine results from field and lab experiments. (BI 190 and at least one 200 to 300-level ecology/organismal course)

BI 391 Methods in Ecology (Not offered 2002-03)
In this course we will focus on the means by which ecologists attempt to address and answer questions regarding the distribution and abundance of organisms. In both discussions and labs, students will be exposed to a variety of sampling and experimental methods employed by field biologists. Labs will be field-oriented and some labs will extend into the weekend. The theoretical framework for this course will be presented in BI 390. 3 hrs. lect./disc., 3 hrs. lab, 2 hrs. writing workshop, plus field trips.

BI 395 Advanced Evolution (Fall)
This course will examine in depth many special topics in evolutionary biology: genetic variation in natural populations, field and laboratory investigations of natural selection, special problems of small populations, evolution at the molecular level, sexual selection, evolution of senescence, and population genetics. Current theories will be explored through readings of primary literature and the textbook. Each student will conduct an independent research project on a topic of their choosing. (BI 195). 3 hrs. lect./disc. (H. Young)

BI 430 Microbes and Malignancy (Not offered 2002-03)
A considerable proportion of medical research has been devoted to understanding cancer and its causes. However, only recently have we come to recognize a role for chronic infections in the etiology of certain cancers, including gastric cancer, cervical cancer, and liver cancer. This course will provide an overview of cancer and investigate the relationship between infection and malignancy at the molecular level. We will apply epidemiologic, clinical and molecular approaches to the study of cancer pathogenesis and prevention. (BI 310 or BI 314).

BI 440 Membranes in Health and Disease (Not offered 2002-03)
A critical examination of the roles of cellular membranes in healthy and diseased cells, specifically in the areas of transport, recognition and signaling, and synthesis and recycling. These phenomena will be studied in the context of current research on the importance of ion channels in regulating cellular function, on the infection and replication of animal viruses and other pathogens, and on the sorting and targeting of newly synthesized cellular components using cloned Green Fluorescent Protein (GFP) as a tag. Students will prepare brief oral presentations of primary literature and write a critical review of a journal article. This course is taught every other year. (BI 250 and CH 241, or CH 322 and permission) 3 hrs. lect./disc.

BI 470 Neural Disorders: Individuals, Families, and Society (Fall)
Neuroscience is one of the newest and most rapidly progressing areas of science, and results of basic scientific and

clinical studies have effects on how we view both the brain and ourselves. This course uses a lecture/seminar format to examine the fundamentals of the human nervous system, and problems that arise when the nervous system goes awry. Readings and discussions will include popular writings as well as primary literature to focus on disorders such as Alzheimer's disease, depression, and the effects of stress on the brain. Students present at each meeting from the current literature. In addition, a service-learning approach is used where students conduct 2 hours/week of work in the community to document the impact of these diseases upon the individual, their families, and society. (BI 250 or by waiver) 3 hrs. lect./2 hrs. service,/1 hr. disc. (D. Parfitt)

BI 490 Seminar in Plant Ecology (Spring)
The variation in plant communities that is easily observed in central Vermont reflects, in part, differences in the physical environment. Landscape history, including both natural and human-caused changes in land use and land cover, however, has also left an imprint on plant community composition and structure. We will explore patterns of vegetation change during the late Holocene (the last few thousand years), focusing particularly on how plant communities have been affected on both a local and global scale by recent human activity. The course will be based on reading and discussion of papers from the primary literature, and will also include an intensive field/lab component in which we will conduct a semester-long research project investigating the twentieth-century dynamics of forest ecosystems in central Vermont. (BI 190) (A. Lloyd)

BI 492 Conservation Biology Seminar (Spring)
This course will focus on advanced topics in applied ecology and population genetics as they relate to the protection and restoration of biological integrity in the natural world. Emphasis will be placed on in-depth exploration of current issues, such as the design of nature reserves, genetic and demographic factors associated with population decline, metapopulation analysis, corridors, and large-scale ecological processes. This course will involve extensive reading from the primary literature, discussion, and individual research projects, and will build upon the introductory information presented in the courses. (BI 190, BI 195) (S. Trombulak)

BI 493 Community Ecology (Not offered 2002-03)
This course examines the central theories in community ecology. We will discuss the factors that influence diversity of natural communities, such as competition, predation, disturbance, and exotic species. There will be weekly discussion of readings assigned from the current primary literature. Discussion topics will be dictated by the current literature, but may include diversity and community stability, redundancy in ecosystems, community invasibility, disturbance. Each student will be expected to present a summary of a current research topic in community ecology and lead a class discussion on the topic. (BI 190) 3 hrs. lect./disc.

BI 496 Seminar in Evolution of Animal Development (Not offered 2002-03)
Historically, comparative studies of animal body plans contributed heavily to theories of relationships among animals and hypotheses about the origin of evolutionary novelties. Biologists have long recognized that the evolution of body plans results from evolutionary changes in development. However, until the discovery in the 1980s of the hierarchy of genes regulating development in Drosophila and homologous genes in other animals, developmental mechanisms remained a 'black box.' Taking a comparative, evolutionary approach, this seminar examines the genetic and molecular bases of animal development through lecture, readings, discussion, and student presentations. (BI 250, or CH 322 and BI 195, or permission) 3 hrs. lect./disc.

BI 500 Independent Study (Fall, Winter, Spring)
Individual projects involving laboratory and/or field research or extensive library study on a topic chosen by the student and a faculty adviser. For biology majors, joint majors, and molecular biology and biochemistry majors. (Prior to registering for BI 500, a student must have discussed and agreed upon a project topic with a member of the biology department faculty.) 3 hrs. disc. (staff)

BI 900 Research and Thesis (Fall, Winter, Spring)
Required for all M.S. degree candidates. (Approval required from the department chair.) 3 hrs. disc. (staff)

SEMESTER PROGRAM AT WOODS HOLE MARINE BIOLOGICAL LABORATORY

The Marine Biological Laboratory is a research and teaching facility in Woods Hole, Massachusetts, on Cape Cod. The 15-week fall semester program in ecosystem science offers students an opportunity to take four upper-level courses that emphasize laboratory and field investigations on diverse aspects of aquatic and terrestrial ecosystems. Students live in dormitories that are part of the Marine Biological Laboratory campus and interact extensively with the faculty of the MBL. All students will take two core courses, one each in aquatic and terrestrial ecology (WH 301 and WH 302), and conduct an independent research project (WH 303). Students will also take one elective chosen from among WH 310, WH 311, WH 312, WH 313, WH 314, WH 315, and WH 316. Approximately three of those seven electives will be offered each year. A complete description of courses and yearly offerings can be found at http://www.mbl.edu/SES/. Applications may be obtained from the biology department chair or from Professor Lloyd.

WH 301 Analysis of Aquatic Ecosystems (Fall)
The nature and controls of ecosystem processes (production, decomposition, element cycling, and biogeochemistry) will be described and contrasted in freshwater, estuarine, and marine ecosystems. Application of basic principles of ecosystems ecology to investigating contemporary environmental problems such as coastal eutrophication, fisheries exploitation, effects of introduced species, acid depo-

sition, and global change. Offered in conjunction with WH 302 (Analysis of Terrestrial Ecosystems), the course will compare the behavior of aquatic ecosystems with terrestrial ecosystems, and will stress a watershed approach describing links between land and water ecosystems. Intensive hands-on field and laboratory work introducing current methods in aquatic ecosystems analysis at ponds and embayments on Cape Cod. 3 hrs. lect./7 hrs. lab. (staff)

WH 302 Analysis of Terrestrial Ecosystems (Fall)
An introduction to fundamental biogeochemical processes in fields, pastures, tundra, and forested ecosystems. Physiological ecology of land plants and soil organisms in an ecosystems context. Impacts of environmental change on the landscape at local, regional, and global scales (e.g., how elevated atmospheric CO2 derived from fossil fuel combustion might affect plant productivity and carbon storage in terrestrial ecosystems). Offered in conjunction with WH 301 (Analysis of Aquatic Ecosystems), the course will also stress linkages between land and water, focusing on ways in which changes in land use alter carbon and nutrient (e.g., phosphorus or nitrogen) dynamics, storage, and export to adjoining aquatic ecosystems. Intensive hands-on field and laboratory work introducing current methods in terrestrial ecosystems analysis at forested sites on Cape Cod. 3 hrs. lect./7 hrs. lab. (staff)

WH 303 Ecosystem Research (Fall)
A key feature of the Marine Biological Laboratory program is an independent research project. Using the methods learned during organized laboratory and field exercises in the first 10 weeks of the semester, students will formulate original questions focused on a local site on Cape Cod, and develop a research protocol designed to answer those questions. Planning for the projects will begin about five weeks into the term and all formal course work will end after 10 weeks, allowing students to pursue their projects full time for the last five weeks of the semester. Projects will be collaborative efforts involving teams of two to four students, and each team will work under the supervision of a faculty member at the Ecosystems Center. Students will be expected to report the results of their findings in three ways: (1) a technical report written in the format of a scientific paper; (2) a lay summary written in a journalistic format; and (3) orally in a symposium held at the end of the semester. Required supervisory meetings twice weekly; other meetings as needed or requested. (staff)

WH 310 Mathematical Modeling of Ecological Systems (Fall)
This course will be an introduction to dynamic simulation modeling of ecological processes, including the role of models in science, the relationship of models to scientific theories, and methods for testing the performance of models against the real world. We will survey important models in ecology to illustrate their many uses and to understand their value in attempting to predict long-term ecological responses to global change. A major focus of the course is the application of the simple concept of mass balance to simulate population, community, and biogeochemical processes. Students will develop their own computer models of the growth of individual organisms and populations, interactions among competing species, a predator-prey interaction, and an ecosystem element cycle. 3 hrs. lect./disc. (MA 112 plus some experience with a computer programming language) (E. Rastetter)

WH 311 Aquatic Chemistry (Fall)
The theoretical basis for predicting the chemical composition of natural waters and soil solutions at equilibrium covered in this course will equip students to understand element cycling in ecosystems. Five major topics will be explored: (1) acid-base chemistry, (2) dissolution/precipitation, (3) complexation, (4) oxidation and reduction, and (5) adsorption. We will emphasize problem solving, using approximation and graphical methods, as well as the computer program MINEQL+, to calculate the chemical composition and speciation of solutions at thermodynamic equilibrium. The application of equilibrium models to current environmental issues, such as increasing carbon dioxide in the atmosphere, acid rain, and eutrophication will be stressed. 3 hrs. lect./1 hr. lab. (CH 103 and CH 104) (A. Giblin)

WH 312 Microbial Ecology (Fall)
This course will explore the scientific rationale behind a number of methods suitable for determining the role of microbes in ecosystems. Students will carry out procedures in a series of hands-on laboratories teaching the methods necessary to measure: (1) biomass and activity of fungal hyphae by direct counts, ergosterol, and fluorescene diacetate; (2) bacterial biomass in natural waters and soils; (3) availability of dissolved organic matter in natural waters; (4) mineralization of radioisotopically labeled organic compounds; (5) microbial exoenzymes in soils and water; (6) turnover of organic compounds in estuaries; (7) bacterial production; abundance and activity of flagellates and ciliates that graze bacteria; and (8) use of molecular probes for identifying species of microbes. 3 hrs. lect./lab. (J. Hobbie)

WH 313 The Ecology and Management of Wetlands (Fall)
Wetlands are uniquely important components of the global landscape. They are valuable as areas for fish and wildlife protection and for their contributions to water quality, conservation, and management. This course will introduce students to the variety of wetlands worldwide and describe the unique hydrological and biogeochemical attributes of wetlands. We will study in depth local wetland issues, including salt marsh restoration and management of invasive wetland plant species. This course will focus on the scientific and management aspects of wetlands as ecosystems in themselves and as components of the larger landscape. Through a combination of lectures, discussions, laboratories and weekend field trips, the class will gain a sufficient understanding of the value and functioning of wetlands to authoritatively discuss issues surrounding their importance and management. (No prerequisites) 3 hrs. lect/disc., 3 hrs. lab, plus two extended field trips (Dr. C. Hopkinson)

WH 314 Human Dominated Ecosystems (Fall)
This course will introduce students to major concepts in ecosystem ecology and biogeochemistry as they apply to the study of human-modified landscapes. We will examine disturbance patterns, the physical/biogeochemical environment in patches and edges, plant and animal population dynamics in patches and edges, and modeling human dominated ecosystems. The course will emphasize how scientists define questions and design experiments in human-dominated landscapes. Students will learn to view these systems as ecological systems, and will develop their own ideas as scientists in these settings. The course will involve extensive discussion of scientific literature, and students will be required to develop a proposal describing a research project that investigates how human-induced landscape pattern affects some aspect of ecosystem structure and or function. (No prerequisites) 3 hrs. disc. (Dr. C. Neill)

WH 315 Issues in Global Ecology (Fall)
By a variety of standards it is clear that we live on a human-dominated planet. Between one-third and one-half of the land surface has been transformed by human action; the carbon dioxide concentration in the atmosphere has increased by nearly 30 percent since the beginning of the Industrial Revolution; more atmospheric nitrogen is fixed by humanity than by all natural terrestrial sources combined; more than half of all accessible surface fresh water is put to use by humanity; and about one-quarter of bird species have been driven to extinction. In this course, we will study how humans have affected the Earth as an ecosystem. Topics will include: human impacts on the global cycles of carbon, nitrogen and sulfur, mobilization of heavy metals, alteration of the hydrologic cycle, and reduction in biodiversity. (No prerequisites) 3 hrs. disc. (Dr. J. M. Melillo)

WH 316 The Role of Animals in Ecosystem Dynamics (Fall)
Animals can affect ecosystem function by influencing nutrient cycles and by altering the abundance or productivity of primary producers. Changes in the abundance of animals, through harvesting, toxic pollution, or habitat alteration, may therefore have far-reaching consequences for ecosystem function. Are there fundamental roles of animals or specific feedback mechanisms by which animals regulate ecosystem function that occur across a wide variety of ecosystems? What is the value of animal diversity to ecosystem function? In our exploration of these and other questions we will search for basic principals that might allow us to predict the role of a particular animal in an ecosystem. The course will involve extensive discussion of the primary scientific literature. Students will be expected to lead in-class discussions and write an independent research paper. (No prerequisites) 3 hrs. disc. (Dr. L. Deegan)

CHEMISTRY AND BIOCHEMISTRY

Professors: Jeffrey Byers, Sunhee Choi (on leave), James Larrabee, Stephen Sontum; *Associate Professor:* Robert Cluss; *Assistant Professors:* Richard Bunt (on leave); *Visiting Assistant Professor:* Lori Del Negro; *Associates:* Tage Ernevad, Kathleen Jewett, Edward Navarre

The courses available in the department provide a firm foundation in the principles of chemistry along with the opportunity to focus on a particular area of interest within analytical, inorganic, organic, physical, or biological chemistry. Students are encouraged to complete the core courses of general chemistry, organic chemistry, math, and physics within the first two years. These core courses, taken for the major, also fulfill many of the requirements for the premedical, preveterinary, and predental programs.

Required for the Major: Students elect to specialize in chemistry or in biochemistry and will, on that basis, choose appropriate upper-level courses that focus on the theory and methodology essential to modern chemistry or biochemistry. Required courses and electives for these two specialties are as follows:

Core Courses: CH 103*, CH 104 (or CH 107), CH 241, CH 242, MA 112*, MA 113*, PH 109*, PH 110*. These courses are required for all chemistry and biochemistry majors.

*Students who have scored a 4 or 5 on the Advanced Placement Examination in Chemistry are awarded a course credit for CH 103. They may elect CH 104 but are strongly encouraged to enroll in CH 107. Students who do not have an AP score of 4 or 5, but have a strong background in chemistry are encouraged to take the departmental placement examination to determine if they are qualified to take CH 104 or CH 107. Those students who achieve a satisfactory score on the placement examination will be encouraged to register for CH 104 or CH 107, but will not receive credit for CH 103. The department's placement examination is administered at the beginning of each fall and spring term.

Chemistry Specialization Core Courses: CH 311; CH 312; CH 351; CH 352; CH 431; and three electives chosen, with an adviser's approval, from the Department of Chemistry and Biochemistry.

Biochemistry Specialization Core Courses: CH 311; CH 313; CH 322; CH 353; CH 425; and three electives from the departments of chemistry and biochemistry or biology, chosen with an adviser's approval.

Required for the Minor in Chemistry: Any six courses from the Department of Chemistry and Biochemistry, which must include one course from the following: CH 311, CH 351, or CH 352, and one other approved course at the 200 level or higher.

Required for the Minor in Biochemistry: Any six courses from the Department of Chemistry and Biochemistry, which must include CH 322 and one other approved course at the 200 level or higher.

See also major in molecular biology and biochemistry.

Recommended programs of study for those considering chemistry or biochemistry as a major are shown below. Though students may deviate from these guides, it is highly recommended that all prospective majors complete CH 104 by the end of their first year.

Chemistry

First Year:
Fall: CH 103, MA 112
Spring: CH 104, MA 113
Sophomore Year:
Fall: CH 241, PH 109
Spring: CH 242, PH 110
Junior Year:
Fall: CH 311, CH 351
Spring: CH 312, CH 352
Senior Year:
Fall: CH 400 or elective, CH 431
Spring: CH 700 or elective, elective

Biochemistry

First Year:
Fall: CH 103, MA 112
Spring: CH 104, MA 113
Sophomore Year:
Fall: CH 241, PH 109
Spring: CH 242, PH 110
Junior Year:
Fall: CH 311, CH 322
Spring: CH 313 CH 353
Senior Year:
Fall: CH 400 or elective, CH 425
Spring: CH 700 or elective, elective

An important feature of the program in chemistry and biochemistry is the opportunity for qualified students to do independent research. Students may take several units of independent study (CH 400, CH 500, and CH 700, two units of which may be counted toward filling the elective requirements for the major). Independent research provides students with the opportunity to interact with a faculty member on a one-to-one basis as they learn to frame and answer questions about a particular experimental system. There is an exciting range of possibilities for student research in biochemistry, and synthetic organic, inorganic, physical and biophysical, bioinorganic and environmental chemistry. These fields represent the diverse interests of the faculty in the department. Research experience adds an important dimension to the undergraduate experience. Student research papers are frequently accepted for publication in professional journals.

The Department of Chemistry and Biochemistry is accredited by the American Chemical Society (ACS). Chemistry majors satisfying course requirements for the major who elect CH 322, CH 400, and CH 700 can receive ACS certified degrees upon graduation. Biochemistry majors satisfying course requirements for the major who elect CH 312, CH 351, CH 400 and CH 700 can receive ACS certified degrees upon graduation.

For graduation honors in chemistry and biochemistry, the student must take at least one unit of CH 700, write an honors thesis, give a public presentation of their research project, and defend their thesis before a committee of at least three faculty members. The degree of honors eligibility (Honors or High Honors) is determined by the student's grade point average in all departmental courses, excluding independent study courses (CH 400, CH 500, and CH 700). To be eligible for Honors a student must have at least a 3.20 average; to be eligible for High Honors a student must have at least a 3.60 average. The actual degree of honors awarded is determined by the department and depends on the student's overall performance in the thesis program.

CH 103 Fundamentals of Chemistry I (Fall, Spring)

Fundamental principles of chemistry. Atomic theory and atomic structure; chemical bonding; stoichiometry; introduction to chemical thermodynamics. States of matter; solutions and nuclear chemistry. Laboratory work deals with testing of theories by various quantitative methods. Students with strong secondary school preparation are encouraged to consult the department chair for permission to elect CH 104 or CH 107 in place of this course. CH 103 is also an appropriate course for a student with little or no prior preparation in chemistry who would like to learn about basic chemical principles while fulfilling the SCI or DED distribution requirement. 3 hrs. lect., 3 hrs. lab, 1 hr. disc. **DED SCI** (fall: staff; spring: R. Cluss)

CH 104 Fundamentals of Chemistry II (Fall, Spring)

Major topics include chemical kinetics, chemical equilibrium, acid-base equilibria, chemical thermodynamics, electrochemistry, descriptive inorganic chemistry, and coordination chemistry. Lab work includes inorganic synthesis, qualitative analysis, and quantitative analysis in kinetics, acid-base and redox chemistry. (CH 103 or by waiver) 3 hrs. lect., 3 hrs. lab, 1 hr. disc. **DED SCI** (staff)

CH 107 Advanced General Chemistry (Fall)

This course is a one-semester alternative to CH 103 and CH 104 for students who have completed two years of high school chemistry. Topics will be drawn from the traditional general chemistry curriculum, but discussed in greater detail with a more thorough mathematical treatment. Special emphasis will be placed on chemical bonding, spectroscopy, coordination chemistry, and real-world research in chemistry. (AP chemistry or equivalent and MA 113 or equivalent as co-requisite) 3 hrs. lect., 3 hrs. lab., 1 hr. disc. *(Approval required)* **DED SCI** (J. Larrabee)

CH 130 Practical Human Biochemistry (Not offered 2002-03)

A topical survey of human biochemistry with an emphasis on practical aspects. Designed for the nonmajor. General topics to be discussed include metabolism and diet, biochemical processes in the healthy and diseased state, and the impact of biotechnology and the biochemical industry on the individual and society. Specific areas include, diet, hormonal regulation, the relationship between athletic training and biochemical physiology, gene therapy, molecular medicine, cancer, heart disease, diabetes, infectious disease, and drugs of use and abuse. 3 hrs. lect. One discussion section is offered for those who wish to fulfill the College writing requirement. **SCI**

CH 170 Chemistry in the Environment (Not offered 2002-03)

An exploration of the chemistry of our environment, both natural and polluted. Designed for the nonscience major. Topics covered in this course include biogeochemical cycles, acid rain, ozone depletion, photochemical smog, sewage treatment, global warming, pesticides, and energy technology. Emphasis will be placed on both the current state of knowledge and the underlying chemical principles. These principles include chemical bonding, thermodynamics, acid/base chemistry, kinetics, and stoichiometry. 3 hrs. lect. **SCI**

CH 241 Organic Chemistry I (Fall)

An introduction to the structure and reactivity of organic molecules. Topics covered include chemical nomenclature, bonding, structure, acid-base relationships, mechanistically simple reactions, and theoretical aspects of structure determination. Laboratory exercises include hands-on introductions to techniques, such as distillation, crystallization, chromatography, polarimetry, and modern spectroscopic techniques such as NMR and IR. (CH 104 or by waiver) 3 hrs. lect., 4 hrs. lab, 1 hr. disc. **SCI** (staff)

CH 242 Organic Chemistry II (Spring)

A continuation of Organic Chemistry I. Topics covered include mechanistically complex reactions, organic synthesis, and application of molecular orbital theory to reactions. Laboratory exercises focus on synthetic techniques and structure elucidation of complex unknowns. (CH 241) 3 hrs. lect., 4 hrs. lab, 1 hr. disc. (J. Byers)

CH/GL 283 Environmental Geochemistry (Spring)

This course will address the origin, transport, fate, and analysis of chemicals in the environment. Topics will include aquatic chemistry, rock weathering, elemental cycles, atmospheric processes, and energy resources. Both naturally occurring and anthropogenic compounds/elements will be considered. The course will introduce students to a variety of analytical and instrumental techniques, including ultraviolet visible spectrophotometry, atomic absorption spectrometry, and high-performance liquid chromatography. The labs will be project oriented. Major ions, nutrients, trace metals, and organic compounds will be studied in a variety of systems, including natural waters, soils, and air. (CH 104 or CH 107 and any geology course or by waiver) 3 hrs. lect., 3 hrs. lab. **SCI** (L. Del Negro)

CH 311 Instrumental Analysis Laboratory (CW) (Fall)

An introduction to analytical and experimental chemistry with an emphasis on practice and application of modern instrumental methods. Lecture topics will include quantitative analysis, statistics and error analysis, experimental design, and the theory and operation of chemical instrumentation. Laboratory projects will involve use of volumetric glassware, atomic spectrometry, UV/Vis spectrometry, differential scanning calorimetry, high pressure liquid chromatography and electrochemistry including potentiometry or voltammetry. (PH 109, CH 242) 3 hr. lect., 6 hrs. lab. (L. Del Negro, S. Sontum)

CH 312 Inorganic and Physical Chemistry Laboratory (Spring)

Advanced inorganic and physical experimental chemistry. Laboratory exercises will include: (1) synthesis and characterization of an inorganic molecule which requires use of controlled atmosphere techniques, nmr, FTIR, UV/Vis and GC/MS; (2) rapid kinetics using the stopped-flow technique; (3) resonance energy determination using bomb calorimetry; (4) high resolution spectroscopic analysis of a gas phase molecule using FTIR or UV/Vis absorption spectroscopy; and (5) redox mechanism study using cyclic voltammetry. (CH 311) 3 hr. lect., 6 hrs. lab. (L. Del Negro, staff)

CH 313 Biochemistry Laboratory (Spring)

Techniques in protein and nucleic acid chemistry will be emphasized. Protein assays, protein purification and characterization, and radiolabeling studies with proteins will expose students to common biochemical techniques, such as spectroscopy, liquid scintillation counting, gel chromatography, electrophoresis, ultracentrifugation, and enzyme kinetics. Major techniques in molecular biology will be introduced, including bacterial transformation, DNA isolation, restriction enzyme analysis, and in vitro transcription. (CH 322) 2 hr. lect., 6 hrs. lab. (staff)

CH 322 Biochemistry of Macromolecules (Fall)

An introduction to biochemistry that begins with the study of the basic chemical components of a cell, including sugars, fatty acids, amino acids, and nucleic acids. The physical and chemical properties of proteins and nucleic acids are emphasized, providing a foundation for the discussion of current topics in molecular biology. Molecular biology is approached first in terms of process (transcription, translation, post-translation, granule formation) and then structures (DNA and gene structure, mRNA, translation product, mature and secreted protein). Understanding of techniques in biochemistry and molecular biology will be emphasized. (CH 242) 3 hrs. lect., 1 hr. disc. (R. Cluss)

CH 351 Microscopic Physical Chemistry (Fall)

A study of gases, liquids, and solids from a microscopic perspective. Kinetic theory and transport phenomena are studied. Statistical mechanics and quantum mechanics are developed and applied to simple systems. Spectroscopy is examined as an application of quantum theory. The microscopic nature of chemical kinetics is examined. (CH 241 co-requisite, MA 113 and PH 110, or by waiver) 3 hrs. lect., 1 hr. disc. (S. Sontum)

CH 352 Macroscopic Physical Chemistry (Spring)
A study of the macroscopic properties of gases, liquids, and solids. The laws of thermodynamics are developed and applied to simple chemical systems, chemical equilibrium, and electrochemistry. Nonideal behavior is considered from a thermodynamic perspective. Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions. (CH 351 or by waiver) 3 hrs. lect., 1 hr. disc. (S. Sontum)

CH 353 Physical Biochemistry (Spring)
A basic course in physical biochemistry intended for majors in the life science areas. The course presents an introductory development of thermodynamics and kinetics as applied to the structure and function of biochemical systems. Special emphasis is given to biological energetics, enzyme kinetics, and membrane transport, as well as, physical methods of isolating and characterizing biological molecules, such as electrophoresis and sedimentation (CH 241 co-requisite, PH 109, MA 113, or by waiver) 3 hrs. lect., 1 hr. disc. (S. Sontum)

CH 400 Seminar in Chemical Research (Fall)
This seminar is intended to provide experience in current chemical research methods, literature, and writing. This course involves a student research project generally related to current faculty research interests, class seminars, and the writing of journal-style reports. Participation will normally be followed by registration for CH 500 or CH 700. (CH 352 or CH 353) 2 hrs. lect., 12 hrs. lab. *(Approval required)* (L. Del Negro)

CH 425 Biochemistry of Metabolism (Fall)
Anabolic and catabolic pathways of eukaryotes will be evaluated mechanistically and appreciated through a consideration of thermodynamics. Pathways of carbohydrate, amino acid, lipid and nucleic acid metabolism, and models for oxidative phosphorylation are included. A treatment of enzyme kinetics and examples of several enzymes in metabolic pathways will provide a rigorous understanding of enzyme function and the many control mechanisms cells use to regulate their thermodynamic needs. (CH 322) 3 hrs. lect., 1 hr. disc. (staff)

CH 430 Current Topics in Biochemistry (Spring)
This seminar is designed for those interested in an in-depth exploration and discussion of selected rapidly developing subdisciplines in biochemistry. Designed for students with a background in cellular biology and/or biochemistry. Topics to be discussed include gene-protein relationships in human cancer, the biochemical basis for learning and aging, molecular switches, and chemotherapeutic approaches to treating HIV infection. Additional topics will be selected by the class. Student-directed discussions will involve a critical review of the recent primary literature with an emphasis on experimental design, execution, and data presentation. (BI 250 or CH 322) (R. Cluss)

CH 431 Advanced Inorganic Chemistry (Fall)
An in-depth study of atomic structure and bonding theories applicable to inorganic chemistry, including valence bond, molecular orbital, ligand field, and crystal field theories for coordination complexes. Inorganic application of symmetry and group theory. Reaction mechanisms for inorganic complexes. (CH 351) 3 hrs. lect. (staff)

CH 441 Organic Mechanisms of Enzyme Catalysis (Not offered 2002-03)
Enzyme-catalyzed reactions will be examined by viewing enzymes simply as highly efficient organic chemists. A survey of the types of enzymatic transformations will focus on one or two examples of enzymes that catalyze each transformation. We will look at the detailed organic reaction mechanisms and study enzymology as a biological application of physical organic chemistry. The methods and key experiments used to establish the accepted mechanisms will be emphasized. The course will culminate with a final project involving the design of mechanism-based inhibitors as potential pharmaceutical agents. Examples from the current scientific literature will supplement textbook readings. (CH 242 and CH 352 or CH 353) 3 hrs. lect.

CH 442 Advanced Organic Chemistry (Spring)
An extensive treatment of the relationship between structure and reactivity in organic systems. Topics will include conformational analysis, kinetics, orbital symmetry, bonding theory, reaction mechanisms, selected rearrangement reactions, and advanced special topics. (CH 351 or by waiver) (J. Byers)

CH 452 Special Topics in Physical Chemistry (Not offered 2002-03)
Advanced special topics in physical chemistry dealing with magnetic spectroscopy. Topics will include the interpretation of spectra, the quantum mechanics and statistical mechanics of spin systems, and special topics chosen by the instructor and class. (CH 351 or by waiver)

CH 500 Independent Study Project (Fall, Winter, Spring)
Individual study for qualified students. *(Approval required)* (staff)

CH 700 Senior Honors Thesis (Winter, Spring)
Senior honors candidates must register for CH 700 for one semester while completing research projects initiated in CH 400. The writing and oral presentation of a thesis is required for completion of CH 700. (CH 400 or by waiver) (staff)

See also course listings for environmental studies.

Chinese

Professors: Charles A. Dana Professor, John Berninghausen, Clara Yu (currently serving as director, Center for Educational Technology); *Associate Professor:* Thomas Moran (chair); *Assistant Professors:* Carrie Reed, Weihe Xu; *Assistant in Chinese:* Youhui Wang

The Department of Chinese offers language courses in standard Mandarin and courses in English on Chinese literature, culture, and film. Our courses taught in English are open to all students and do not require any background in Chinese language (300 level courses often have other prerequisites). The sequence of language courses offered each year covers first-year through fifth-year levels of spoken/written Mandarin as well as Classical Chinese. Many Middlebury students learning Chinese choose to spend one semester or all of the junior year studying advanced Chinese in China. The departmental curriculum is designed to prepare students to study, travel, live and work in a Chinese-language environment. All of our courses seek to familiarize the student with China's long history and vibrant culture.

Mandarin Chinese (*putonghua or guoyu*) is the official national language both in mainland China and in Taiwan. The native tongue of 1.3 billion people (approximately 23 percent of the human race), spoken and written Chinese is also widely used throughout Southeast Asia and in other parts of the world, where it is an increasingly important medium of cultural, educational, and commercial interaction.

Most of our beginning students have *not* previously studied Chinese, and our Beginning Chinese sequence (CS 101, 102, and 103) is designed to meet the needs of students with no prior background. We also welcome and do our best to accommodate the needs of students who have previously studied Mandarin or who have grown up in a Chinese language/cultural home environment. All such students are urged to consult with the departmental faculty prior to registration.

Anyone interested in studying Chinese language at Middlebury is encouraged to begin as early as possible. Beginning Chinese (CS 101, CS 102, CS 103) is offered each year commencing in the fall term. Students who matriculate in February and who wish to begin Chinese may enroll in CS 101 the following fall, i.e., during their second semester on campus, and after completing CS 103 may elect to take Intermediate Chinese (CS 201-201) in the summer in the Middlebury Chinese School.

Intensive Chinese language courses are available each summer at Middlebury's renowned Chinese School. Accelerated progress equivalent to a regular two-semester course taken during the academic year may be achieved by enrolling in this nine-week session. Students and faculty live in the same Chinese language dormitory, take meals together, and communicate exclusively in Mandarin, both in and outside the classroom. For all students studying Chinese, a summer of concentrated study at the second-, third- or fourth-year level in the Chinese School is strongly recommended, especially prior to study abroad in China.

Students interested in study abroad in China or Taiwan should contact the Chinese Department faculty well in advance of application deadlines. Students should begin planning for study abroad one calendar year before actual departure for China and one semester before application deadlines (both the Middlebury Office of Off-Campus Study application deadline and specific study in China program application deadlines). All students thinking about study abroad in China should attend the Chinese Department's study abroad meeting held each fall.

The Major in Chinese Literature and Culture: Satisfactory completion of CS 101, CS 102, CS 103, and one Chinese literature course qualifies a student for admission to the full major or joint major in Chinese. Students majoring in Chinese are expected to have completed at least three Chinese literature courses *prior* to the fall term of the senior year. Courses directly related to China offered outside the Chinese department, e.g., courses in Chinese history (especially HI 231 Imperial China), history of art, film, religion, geography, anthropology, political science, economics, etc., may be recommended by the student's adviser. Some literature courses (especially LI 101 Reading Literature) may also be helpful. (The Chinese major, whether a full or joint major, is not intended for native speakers/readers of Chinese.)

Full Major in Chinese Language, Literature and Culture

I. Required Courses in Chinese Language and Required Literature Courses Taught in Chinese:

a) CS 101, CS 102, CS 103 (or equivalent);

b) CS 201, CS 202 (or equivalent);

c) CS 301, CS 302 (or equivalent, often the equivalent of CS 302 is taken during study abroad);

d) CS 400 (or equivalent, often the equivalent of CS 400 is taken during study abroad);

e) One Chinese literature course taught in Chinese, usually taken with prior departmental approval during study abroad;

f) CS 411, CS 412 *Wenyan* (Classical Chinese) (two semesters, taught in Chinese, in some cases the equivalent may be taken during the summer or study abroad);

g) CS 475 (the capstone Chinese literature seminar offered each spring).

II. Required Courses Taught in English:

a) One 100 or 200 level course on pre-modern Chinese literature (CS 130, CS 210 or CS 216);

b) One 100 or 200 level course on modern Chinese literature and culture (CS 220, CS/HA 206 or CS/TH 250);

c) One 300 level Chinese literature seminar (CS 325, CS 330 or CS 340);

d) CS/LS 360 (senior/junior seminar on Literary Theory and Criticism).

III. Senior Work (independent study capstone course):

Full majors in Chinese are required to take either CS 700 (Senior Honors Thesis) or CS 500 (Senior Essay or Translation Project). CS 700 is a two semester course that should normally be taken during the fall and winter. CS 500 is a one semester course that may be taken during the fall or winter. The department *strongly* discourages students from attempting senior work during the final semester of full time study.

Joint majors in Chinese are encouraged but not required to do a senior project, essay, or thesis that combines their training in the two fields of study of their joint major whenever feasible.

All senior work, whether CS 700 or CS 500, must include a major focus on work with primary sources in Chinese.

Senior Honors Thesis: To be eligible for the CS 700 Senior Honors Thesis students majoring in Chinese (full, double or joint) must have completed language study through at least CS 302 (or equivalent), taken two Chinese literature, culture or film courses (including either CS 325, CS 330 or CS 340), and maintained an average of B+ or better in Chinese Department courses. Students wishing to do the honors thesis should apply in writing to the department chair no later than the end of the first week of the fall term of their final year. A written proposal with a detailed outline and bibliography of Chinese and English language sources is due by the end of September. One copy of the thesis is due to each adviser no later than noon on the final day of classes. For each senior thesis submitted on time, an oral thesis defense will be scheduled during the first half of the spring term. A senior thesis turned in on the first day of spring semester will be accepted, but a late thesis will not qualify for departmental honors or for an oral defense.

Departmental Honors: Eligibility for departmental honors in Chinese requires a grade point average of B+ (3.35) or higher in all courses taken within the Chinese Department's major (including courses taken in the summer in the Chinese School) and completion of a senior honors thesis handed in on time and graded B+ or better. In rare cases the department may award honors for successful completion of an exceptionally impressive senior essay or translation project if the student has an average of B+ or higher in department courses. High honors will be granted for a grade point average of 3.5 or higher in all Chinese language and literature courses and a senior thesis of A- or better. Highest honors are reserved for students who earn a grade of A or better on the senior thesis and who have an average of 3.75 or higher in their departmental course work.

Joint Major in Chinese:

I. Required Courses in Chinese Language and Required Literature Courses Taught in Chinese:
- a) CS 101, CS 102, CS 103 (or equivalent);
- b) CS 201, CS 202 (or equivalent);
- c) CS 301, CS 302 (or equivalent);
- d) Either CS 400, CS 411 or CS 425;
- e) Either CS 412 or CS 475.

II. Required Courses Taught in English:

a) Two 100 or 200 level courses in literature, culture or film (from among CS 130, CS/HA 206, CS 210, CS 216, CS 220, and CS/TH 250). With prior departmental approval, a single literature course taught in Chinese taken during study abroad may be counted toward this requirement.

b) One 300 level course in literature, culture or film (CS 325, CS 330 or CS 340).

III. Senior Work (independent study capstone course): Joint majors in Chinese are encouraged but not required to do senior work. For details, see the senior work requirements for the full major above.

Minor in Chinese:

I. Required Courses:
- a) CS 101, CS 102, CS 103 (or equivalent);
- b) CS 201, CS 202 (or equivalent);
- c) CS 301, CS 302 (or equivalent);
- d) Three courses in Chinese literature, culture or film chosen from among CS 130, CS/HA 206, CS 210, CS 216, CS 220, CS/TH 250, CS 325, CS 330, CS 340, and CS 475. With prior departmental approval, a single literature course taught in Chinese taken during study abroad may be counted toward this requirement.

CS 101 Beginning Chinese (Fall)

An introduction to Mandarin (the official modern language of China, also known as *guoyu or putonghua*). The course begins with simple words and phrases, the pronunciation and cadences of Mandarin, romanization, Chinese characters, and simple vocabulary items, all taught in the context of practical communication. Sentence patterns and other fundamentals of speaking, reading, and writing will be taught, including both traditional characters (used in Taiwan and Hong Kong) and simplified characters (used in China). Written exercises, drill sessions, quizzes, and tape recordings will accompany each lesson. Students should have achieved active command of more than 600 Chinese characters and more than 800 compounds by the end of the sequence CS 101, CS 102, CS 103. 5 hrs. lect., 2 hrs. drill **LNG** (J. Berninghausen, Y. Wang)

CS 102 Beginning Chinese (Winter)

A more intensive continuation of CS 101. (CS 101 or equivalent) 2.5 hrs. daily **LNG** (J. Berninghausen, T. Moran, Y. Wang)

CS 103 Beginning Chinese (Spring)

A continuation of the fall and winter terms with accelerated introduction of vocabulary, grammar, and sentence patterns designed to facilitate speaking and reading. Toward the end of this semester students will read *Huar shang de mei ren* (*Lady in the Painting*), a short book written entirely in Chinese. (CS 102 or equivalent) 5 hrs. lect., 2 hrs. drill **LNG** (T. Moran, Y. Wang)

CS 130 The Chinese Literary Tradition (in translation) (Not offered in 2002-03)

An introduction to the works of history, philosophy, poetry, and fiction that formed the basis of traditional Chinese culture. Our reading will take us from the twelfth century B.C.E. to the fourteenth century C.E. and will include selections from the *Book of Odes*, *Songs of the South*, Daoist literature, Records of the Grand Historian, Tang Dynasty poetry by Li Bai and Du Fu, and fiction from the

Song and Ming dynasties. These texts disseminated ideas that helped shape the traditional Chinese understanding of the world and provided models of what was perceived to be powerful, beautiful language. (No background in Chinese culture or language needed.) 3 hrs. lect. **LIT OTH AAL**

CS 201 Intermediate Chinese (Fall)

This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both traditional and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese. Familiarity with the vocabulary and grammar introduced in CS 101, CS 102, and CS 103 is assumed. Grammatical explanations, written exercises, dictation quizzes, sentence patterns, oral drill, and tapes will accompany assignments. Computer laboratory work may be required. By the completion of CS 202, which follows CS 201 directly, students should be able to read and write approximately 1,200 characters. (CS 103 or equivalent) 5 hrs. lect., 1 hr. drill **LNG** (C. Reed, staff)

CS 202 Intermediate Chinese (Spring)

A continuation of the first term's work, with the class conducted primarily in Chinese. (CS 201) 5 hrs. lect., 1 hr. drill **LNG** (C. Reed, staff)

CS/HA 206 Chinese Painting: Tradition & Innovation (taught in English) (Spring)

The history, philosophy, techniques and appreciation of China's unique and enduring traditions of painting and calligraphy—water, ink and pigments applied to silk or rice paper with the writing brush. The first half of this course will introduce major artists and developments starting with Northern Song landscapes, Southern Song miniatures and the rise of *wenrenhua* (literati painting) from the Yuan to individualist masters of the early Qing. The second half will explore developments in the twentieth century with considerable attention given to innovations and trends emerging among contemporary Chinese artists painting in China, Taiwan and elsewhere. 3 hrs. lect. **ART OTH AAL** (J. Berninghausen)

CS 210 Early Chinese Narratives (in translation) (CW) (Spring)

Early *xiaoshuo* ("informal narrative") is inextricably linked with history writing in China; it was even considered by some to be informal history. This course will focus on many kinds of early Chinese prose writings, tracing the development of fiction in China. We will pay particular attention to the relation of fictional genres to historical chronicles as well as to the anecdotal tradition in works of philosophy. We will consider the meaning and importance of terms such as "history" and "fiction," "formal" and "informal," in the context of the development of Chinese narratives. **LIT OTH AAL** (C. Reed)

CS 216 Traditional Chinese Fiction in Translation (Fall)

Early accounts of the mysterious and traditional Chinese detective stories will be taken up followed by extensive readings from some of the best known Chinese novels, such as the comedic Buddhist/Taoist allegory *Journey to the West, The Dream of the Red Chamber* (also known as *The Story of the Stone*) and the erotic *Plum in the Golden Vase.* This course will also explore the complex relationships between works of fiction and other genres in China, the linkages between oral and written literature, and various narrative structures, modes of characterization, and style typical of Chinese fiction. 3 hrs. lect. **LIT OTH AAL** (W. Xu)

CS 220 Modern Chinese Literature and Culture (CW) (in translation) (Not offered in 2002-03)

An examination of the profound cultural changes in China and Taiwan from 1890 through 1975. Our emphasis will be fiction but we will also consider select developments in drama, film, and other media. Our readings (in translation) will range from the work of iconoclastic literary giants such as Lu Xun and Wang Wenxing, to examples of popular genres such as romance and martial arts stories and to the nonfiction essays of influential thinkers and critics such as Hu Shi and Zhou Zuoren. We will explore what "modern" (*modẽng; xiandai*) has meant and now means in China. **LIT OTH AAL** (next offered fall 2003)

CS/FM 250 Chinese Cinema (taught in English) (Not offered in 2002-03)

Chinese film has emerged as a medium of great social significance and undeniable artistic vitality. This course begins with a look at the history of film in China since the 1930s and then moves to an in-depth study of China's fifth- and sixth-generation film makers of the 1980s and 1990s, Taiwan's "new wave," and popular cinema from Hong Kong. We will examine features unique to the films produced in different Chinese film industries as well as the aesthetic and ideological continuities that cut across political boundaries to create a "cultural China." The course focuses on the screening and discussion of films such as Wu Yonggang's *The Goddess* (1934), Zhang Yimou's *Red Sorghum,* Hou Hsiao-hsien's *Flowers of Shanghai,* Edward Yang's *Brighter Summer Day,* and Wong Kar-wai's *Happy Together.* (No prerequisites; some familiarity with modern Chinese studies or film studies useful.) 3 hrs. lect., one evening film screening per week. **ART OTH AAL** (next offered in 2003-04)

CS 301 Advanced Chinese (Modern Chinese) (Fall)

This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of styles and genres. Classes will be conducted entirely in Chinese except for the occasional recourse to English by the instructor to provide a quick solution to problems of definition. The main text will be *Shiyong Gaoji Hanyu* with supplementary readings from newspapers, magazines, and other documents. (CS 202 or equivalent) 5 hrs. lect. (W. Xu, Y. Wang)

CS 302 Advanced Chinese (Modern Chinese) (Spring)

A continuation of the first term's work with greater emphasis placed upon reading works of a literary nature. (CS 301 or equivalent) 3 hrs. lect. (staff)

CS 325 Traditional Chinese Poetry (in translation) (Not offered in 2002-03)
Introducing the basics of Chinese poetics, this junior/sophomore seminar explores inter-connections across a wide spectrum of Chinese poetry belonging to a vibrant tradition spanning more than two thousand years—folk songs; court rhapsodies; courtesan love poems; extended allegorical fantasies; ballads and lyric verse of love, war, friendship, loss, and separation. Landscape, travel, romantic and metaphysical poems by masters such as Qu Yuan, Tao Yuanming, Wang Wei, Li Po, Tu Fu, Su Dongpo and Li Qingzhao will be studied. We will analyze poetic expression ranging from poetic genres following strict formal conventions to relatively free-form verse. Traditional Chinese literary theories regarding poetry and its appreciation will be considered, yet students will also be encouraged to apply other critical approaches. (Prerequisites: two Middlebury literature courses or one Middlebury literature course plus one course on China including any Chinese language course, especially CS 130, or *by approval* of the instructor.) 3 hrs. lect. **LIT OTH AAL**

CS 330 Clouds and Rain: Love and Sexuality in Traditional Chinese Literature (in translation) (Spring)
This junior/sophomore seminar explores the spectrum of traditional attitudes toward romantic love and sexuality in pre-modern China as seen through the prism of classical Chinese literature. Fiction and drama will be the focus of this course with some attention given to lyric poetry and autobiographical writing. Literary texts to be analyzed are "The Story of Yingying" from the ninth-century CE, the late sixteenth-century drama, *The Peony Pavilion*, the late seventeenth-century erotic novella, *The Carnal Prayer Mat*, along with selected chapters from the early seventeenth-century erotic novel, *Jin Ping Mei*, and the eighteenth-century masterwork, *The Story of the Stone* (also known as *Dream of the Red Chamber*), etc. Normally offered in alternate years. (One Chinese literature-in-translation course with CS 130 or CS 216 most recommended, plus one other course on China, e.g., HI 231, HI/PA 237, RE 225, SA 335, CS 103, CS 201, etc., or alternatively one other literature course, or *by approval* of the instructor.) 3 hrs. lect. **LIT OTH AAL** (W. Xu)

CS 340 Seminar in Modern Chinese Literature and Society (in translation) (Fall)
Intended primarily for CS and IS students majoring or minoring in Chinese literature and culture, this junior/sophomore seminar will take an in-depth look at developments in Chinese literature during more than two decades of tumultuous change beginning in 1976. We will read "scar" literature of the late 1970s, "roots" literature of the mid-1980s, reportage that sparked controversy during the Democracy Movement of 1989, and examples of recent experimental and popular fiction. We will also consider select developments in drama and film. We will study the ways in which important events in China (the Cultural Revolution, for example) have been remembered, imagined, and given meaning, and we will look at the ways in which important questions (about national identity, for example) have been raised and contested in literature. Our reading will include novels such as Mo Yan's *Red Sorghum* and Wang Shuo's *Playing for Thrills* as well as secondary work such as Geremie Barmé's *In the Red*. (One course from among CS 130, CS 216, CS 220, CS/TF 250, CS 360, CS 400 level, HI 112, or HI 232; or permission of the instructor) 3 hrs. lect. **OTH AAL** (T. Moran).

CS/LS 360 Introduction to Literary Theory and Criticism (Spring)
An overview of various literary theories and critical approaches to the reception and analysis of literary texts, this discussion-based seminar will introduce concerns central to Western literary theories while familiarizing students with contemporary critical terminology. From Aristotle's *Poetics* to postmodernism, from issues of "literariness," authorial intention, hermeneutics, and narrative angle to the premises and practices of "new critical," structuralist, Freudian, Marxist, feminist, postmodern approaches, etc., we will study short theoretical and critical essays in conjunction with literary works by Sophocles, Coleridge, Lu Xun, Natsume Soseki, Henry James, Borges, Kafka, and others. Narrative prose fiction is the main focus. Limited enrollment, priority for seniors and juniors. (Prior completion of four semesters of college study and of at least three college-level literature courses required, four or more strongly recommended (including LI 101 or EL 203), priority enrollment given to seniors and juniors majoring in CS and LS, permission of the instructor.) (J. Berninghausen)

CS 400 Advanced Readings, Conversation, and Writing (Modern Chinese) (in Chinese) (Fall)
This course is designed to improve further language competency in highly pragmatic Chinese, spoken and written. Readings and discussion will cover a wide variety of contemporary materials with an emphasis on business and journalistic Chinese. (CS 302 or equivalent) 3 hrs. lect. (J. Berninghausen)

CS 411 Classical Chinese I: Introduction to *Wenyan* (in Chinese) (Fall)
A new approach to the traditional written language of China emphasizing grammatical differences from modern Chinese vocabulary and style. Transformational drills, sentence construction, reading, translation into modern Chinese, and compositions that highlight the interaction between *wenyan* and *baihua* will be included. For any student seeking to attain a high level of linguistic and cultural proficiency in Chinese including in modern written discourse, this two-semester sequence of Classical Chinese is a vital learning experience. (CS 302 or equivalent) 3 hrs. lect. (W. Xu)

CS 412 Classical Chinese II: Introduction to *Wenyan* (in Chinese) (Spring)
A continuation of CS 411. In the second semester, this course will lead the student from work in prepared materials to reading a variety of ancient Chinese texts, as well as a few examples of more contemporary *wenyan* and semi-*wenyan* writings. (CS 411) 3 hrs. lect. (W. Xu)

CS 425 Contemporary Social Issues in China: Advanced Readings (in Chinese) (Fall)
A survey of materials written in modern expository Chinese (academic, journalistic and polemical) that focus on the cultural, political, economic, and social issues of contemporary China. This advanced readings course is designed primarily for seniors who have already spent a semester or more studying and living in China or Taiwan. It will examine a variety of crucial issues from the past half-century associated with "modernization" in the mainland. Emphasis will be given to further developing the student's ability to read, analyze, and discuss complex issues in Mandarin while also advancing proficiency in writing and in oral comprehension. Oral reports and written compositions will be integral to the course's requirements. (CS 400 or equivalent) 3 hrs. lect. (staff)

CS 475 Senior Seminar on Modern Chinese Literature and Culture (in Chinese) (Spring)
A capstone course for all Chinese majors and for others who have attained a high level of Chinese language proficiency. Students will read a wide selection of representative works by major modern writers from China, Hong Kong, and Taiwan. Some study of and discussion of Chinese film and stage drama will also be included. (Readings, discussion, and critical writing in Chinese) 3 hrs. lect. (T. Moran)

CS 500 Senior Essay or Translation Project (Fall, Winter)
(staff)

CS 700 Senior Thesis (Fall, Winter)
(staff)

See also International Studies major, East Asian studies track with Chinese language specialization.

CLASSICS

Professors: Eve Adler, Robert Schine; *Associate Professors:* Jane Chaplin (on leave academic year), Marc Witkin (chair); *Assistant Professors:* Randall Ganiban, Pavlos Sfyroeras.

The Classics is the study of the thought, art, and life of ancient Greece and Rome. The founding works of Western literature, history, and philosophy are its main subject matter, together with the languages—classical Greek and Latin—that enable students to approach these works in the original. Our Classics department includes also the study of biblical Hebrew and the Judeo-Christian tradition. The Classics emphasizes the analysis and interpretation of works that are at once familiar and exotic, the basis of the modern world and a radical challenge to that world. The Classics department's core of lecture courses and seminars offers an introduction to the major works of Greek and Roman literature, history, and philosophy, studied in English translation. Intensive introductory courses in Greek, Latin, and Hebrew prepare students rapidly for reading in the classical languages; advanced courses in those languages are devoted to the close study of major literary, philosophical, and historical texts in the original.

Required for the Major in Classics:

A. Ten courses in two languages: Greek, Latin, or Hebrew (normally six in one language and four in another) including one senior seminar (CL 420). Students choosing Hebrew as one of the two languages must take four courses in Hebrew and six in either Latin or Greek and, in place of CL 420, either RE 280 Studies in Hebrew Bible/Old Testament, or RE 180 Introduction to Bible.

B. CL 150 The Ancient Epic

C. Two additional courses in classics in translation, one from each of the following categories:

1. CL/HI 131 Archaic and Classical Greece or CL 151 Introduction to Ancient Greek Literature or CL 152 Greek Tragedy or CL 160 Greek and Roman Comedy or CL/PA 175 Greek Philosophy: The Problem of Socrates
2. CL/HI 132 History of Rome or CL 140 Augustus and the World of Rome or CL 141 Masterpieces of Roman Literature or CL 160 Greek and Roman Comedy

D. CL 701 History of Classical Literature: General Examination for Classics/Classical Studies Majors

Optional: CL 700 Senior Essay (fall/winter or winter/spring), CL 505 Independent Senior Project (fall or spring). (Note: Students who wish to do an optional senior essay or independent senior project must secure the sponsorship of a member of the Classics department in the semester before the essay or project is to be undertaken.)

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar (CL 420) and in General Examination. (Note: A student who does an optional senior essay or independent senior project may, by arrangement with the chair in the semester prior to undertaking the project, offer that grade in lieu of the grade for CL 420 for the calculation of departmental honors.)

Required for the Minor in Classics:

Latin: Five courses in Latin

Greek: Five courses in Greek

Hebrew Studies: (I) Four semesters of Hebrew; plus (II) Either RE 160 The Jewish Tradition, or RE 280 Studies in Hebrew Bible/Old Testament, or a fifth semester of Hebrew (CL 405)

Classical Civilization: Five courses, as follows: three or more courses chosen from CL 121, CL/HI 131, CL/HI 132, CL 140, CL 141, CL 150, CL 151, CL 152, CL 160, CL/PA 175, CL/HI 331, CL/HI 332, CL/HI 337; and CL 420 or CL 450 (or both)

Classical Language and Civilization: Five courses, as follows: two or more courses in Latin or Greek; one or more courses chosen from CL 121, CL/HI 131, CL/HI 132, CL 140, CL 141, CL 150, CL 151, CL 152, CL 160, CL/PA 175; and one or more courses chosen from CL/HI 331, CL/HI 332, CL/HI 337, CL 420, CL 450

AP credit policy: One course credit toward graduation, not toward the major or minor, will be granted for one AP exam in Latin under the following conditions: a) The student has received a grade of 4 or 5 on the AP exam, and b) The student has completed an advanced course (CL 301 or above) in Latin at Middlebury with a grade of B or above.(Note: No more than one course credit will be granted, whether the student presents one or two AP exams.)

COURSES IN ENGLISH

CL 121 The Classical Tradition of the Liberal Arts and Sciences (Spring)

From what and for what is liberal education supposed to liberate people? A study of works promoting the claims of philosophy, rhetoric, theology, and natural science to be the "queen of the liberal arts and sciences" and thus the key to liberty. Works by Plato, Cicero, St. Augustine, and Francis Bacon.3 hrs. lect. **LIT PHL EUR** (E. Adler)

CL/HI 131 Archaic and Classical Greece (Next offered Fall 2003)

A survey of Greek history from Homer to the Hellenistic period, based primarily on a close reading of ancient sources in translation. The course covers the emergence of the polis in the Dark Ages, colonization and tyranny, the birth of democracy, the Persian Wars, the interdependence of democracy and Athenian imperialism, the Peloponnesian War, and the rise of Macedon. Authors read include Herodotus, Thucydides, Aristophanes, Plutarch, and the Greek orators. **HIS LIT EUR**

CL/HI 132 History of Rome (Next offered Fall 2004)

This course will study Roman history from its origins to Constantine. Particular emphasis will be on the unique characteristics of Roman society, the rise and influence of imperialism, the transition from Republic to Empire, the role of Rome as a Mediterranean power, and the emergence of Christianity. Readings will focus on the ancient sources, all in translation; authors include Polybius, Plutarch, Tacitus, and Eusebius 2 hrs. lect./1 hr. disc. **HIS LIT EUR**

CL 140 Augustus and the World of Rome (CW) (Fall)

In 44 B.C., Julius Caesar was assassinated. Within two months his adoptive son, Augustus, still in his teens, traveled to Rome, soon extorted the highest office of the Roman Republic, and after 13 years of civil war became the state's first emperor. The resulting "Augustan Age" (31 B.C. to A.D. 14) produced a period of political change and cultural achievement unparalleled in Rome's long history. In this course we will examine the literature, art, history, and politics of this era, evaluate the nature of Augustus's accomplishments, and explore the Roman world. Readings include: Augustus, Vergil, Suetonius, and *I, Claudius*. **LIT HIS EUR** (R. Ganiban)

CL 141 Masterpieces of Roman Literature (CW 8) (Next offered 2003-04)

This course will introduce students to some of the greatest and most enduring literary works of Rome. We will start with the comedies of Plautus and Terence and ask why Roman literature begins quite suddenly by reworking the literature of Greece. Through readings of Catullus, Caesar, Sallust, Vergil, Ovid, Seneca, and others, we will then examine how Rome came to develop a literature of its own that could rival the best works of the Greeks. We will explore many of the fundamental themes of Rome's authors: the nature of political power, the role of "the lover" in a martial society, the problem of moral decline, what it means to be "Roman," among others.2 hrs. lect./1 hr. disc. **HIS LIT EUR**

CL 150 Ancient Epic Poetry (Fall)

The course will concentrate on the epic poets' teachings about heroism, human greatness, and human happiness. Is the true domain of heroism to be found in war, in love, in philosophic contemplation, or in political rule? Texts: Homer, *Iliad* and *Odyssey*; Lucretius, *On the Nature of Things*; Vergil, *Aeneid*. 3 hrs. lect. **LIT PHL EUR** (E. Adler)

CL 151 Introduction to Ancient Greek Literature (CW 8) (Fall)

This introduction to the literature of the Golden Age of Athens traces the era of unprecedented intellectual innovation that begins with Greece's triumph over the Persian invasions in 490 and 480-479 B.C., continues through the emergence of radical democracy and imperialism at Athens, and culminates in the Peloponnesian War and Athens' defeat in 404 B.C. by her former ally, Sparta. Through intensive study of selected works of historiography (Herodotus, Thucydides), tragedy (Sophocles, Euripides), comedy (Aristophanes), and philosophical dialogue (Plato), we will explore the central concerns of the Athenians in the fifth and fourth centuries: freedom and power, knowledge and virtue, law and nature, and the place of the divine in the human world. **LIT PHL EUR** (P. Sfyroeras)

CL 152 Greek Tragedy (CW 10) (Spring)

A survey of selected tragedies by Aeschylus, Sophocles, and Euripides, exploring the relation between tragedy and political freedom and empire in fifth century B.C. Athens. The course examines the tragic poets' use of traditional Greek myths to question not only the wisdom of contemporary Athenian imperialism but also traditional Greek views on relations between the sexes; between the family and the city; between man's presumed dignity and his belief in gods. Mythical and historical background is supplied through additional readings from Homer and Thucydides. The course asks how the tragedians managed to raise publicly, in the most solemn religious settings, the kind of questions for which Socrates was later put to death.

The course culminates in a reading of Aristotle's *Poetics*. 3 hrs. lect. **LIT PHL EUR** (M. Witkin)

CL 160 Greek and Roman Comedy (CW 8) (Spring)

A survey of the comic playwrights of Greece (Aristophanes and Menander) and Rome (Plautus and Terence) in light of their ancient social, political, and religious contexts as well as modern theoretical approaches to laughter (including psychoanalysis and structural anthropology). We will trace enduring aspects of the comic tradition that can be found in both Greece and Rome and also look forward to Renaissance and modern comedy. These include: the nature of the comic hero; the patterns of comic plots; the dependence of comedy on language; the comic poet's concern with questions of freedom and slavery, desire and repression. 2 hrs. lect./1 hr. disc. **LIT EUR** (P. Sfyroeras)

CL/PA 175 Greek Philosophy: The Problem of Socrates (CW10) (Next offered Spring 2004)

The course surveys the development of ancient Greek philosophy from the Presocratics through Aristotle by focusing on what Nietzsche called "the Problem of Socrates": the question why Socrates abandoned "presocratic" natural science in order to dissect the opinions of his fellow Athenians, and why they eventually put him to death for it. The implications of Socrates' life, his thought, and his execution in 399 B.C. on charges of corruption and impiety are examined through close reading of selected works of Aristophanes, Xenophon, Plato, and Aristotle. Socrates' relevance to our current crisis of wisdom in the natural and human sciences is highlighted through debate on Nietzsche's two claims: that Socrates corrupted Athens by introducing the imperative of universal enlightenment; that he thereby launched the West on a fatal course of rationalism and nihilism.3 hrs. lect. **LIT PHL EUR**

CL/HI 331 Sparta and Athens (Not offered 2002-03)

For over 200 years, Athens and Sparta were recognized as the most powerful Greek city-states, and yet one was a democracy (Athens), the other an oligarchy (Sparta). One promoted the free and open exchange of ideas (Athens); one tried to remain closed to outside influence (Sparta). This course studies the two city-states from the myths of their origins through their respective periods of hegemony to their decline as imperial powers. The goal is to understand the interaction between political success and intellectual and cultural development in ancient Greece. Replaces CL 338. **LIT HIS EUR CMP**

CL/HI 332 Roman Law (Next offered Spring 2005)

The Romans' codification of civil law is often considered their greatest intellectual achievement and most original and influential contribution to the world. This course treats the four main divisions of Roman law (persons, property, obligations, and succession). Great emphasis is placed on the role of law in Roman society. How did the law influence the lives of Roman citizens living under it? How did ordinary Roman citizens shape the law? Students will come to understand the principles of Roman law through actual cases. Designed for students with some background in Roman history and/or literature. 2 hrs. lect./1 disc. **HIS EUR**

CL/HI 337 Greece and Rome in the Hellenistic Age (Not offered 2002-03)

At the age of 19, Alexander the Great set out to conquer the world. His successful domination of the eastern Mediterranean led to a new world order known as the Hellenistic Age. Under Alexander's successors, literature, art, and philosophy flourished, and the Greeks and the Romans first encountered one another. This course will investigate the political and cultural history of the Greeks and Romans in this period. Readings include Arrian, the Alexandrian poets, Polybius, Livy, and Plutarch. (This course replaces CL/HI 338: The Hellenistic World and the Foundations of Graeco-Roman Culture.) **LIT HIS EUR**

CL 420 Plato's *Republic* (Spring)

Plato's *Republic* is the world's most renowned book about justice in society and education in the human soul. The aim of the seminar is to study the entire book, giving attention to the details of its arguments and images while working towards an understanding of its teaching as a whole. Important interpretations of the *Republic* by Greek (Aristotle), Roman (Cicero), Christian (Augustine), Islamic (Alfarabi), and modern authors will be considered along with the main work of studying Plato's book ourselves. (Upperclass standing and some previous study of Plato are assumed.) 3 hrs. lect. (E. Adler)

CL 450/701 History of Classical Literature (Fall)

A comprehensive overview of the major literary, historical, and philosophical works of Greece and Rome. Greek authors studied include Homer, Hesiod, Aeschylus, Herodotus, Aristophanes, Thucydides, Plato, and Aristotle. Roman authors include Lucretius, Cicero, Livy, Vergil, Horace, and Tacitus. Required of senior majors in Classics/Classical Studies (see CL 701 below) and open to all interested students with some background in Greek and Roman literature, history, or philosophy. 6 hrs. lect. (M. Witkin)

GREEK

CL 103 Beginning Greek (Winter)

A rapid and intensive introduction to classical Greek for beginners. The aim of the course is to prepare students to read the major authors of Greek literature. In addition to a systematic study of grammar and syntax, we will also read excerpts from the Old Testament (in the Septuagint Greek translation) and New Testament (in the Greek original). The sequel in the spring (CL 204) will complete the linguistic overview and will conclude with a study of two of the masters of Greek prose and poetry, the philosopher Plato and the comic poet Aristophanes. **LNG** (E. Adler, P. Sfyroeras)

CL 204 Intermediate Greek (Spring)
LNG (P. Sfyroeras)

CL 303 Greek Prose (Next offered Fall 2003)
Readings in major authors. 3 hrs. lect. **LNG EUR**

CL 304 Greek Poetry (Next offered Spring 2004)
Readings in majors authors. 3 hrs. lect. **LNG EUR**

CL 403 Readings in Greek Literature I (Fall)
Readings in major authors. (P. Sfyroeras)

CL 404 Readings in Greek Literature II (Spring)
Readings in major authors. (M. Witkin)

CL 503 Advanced Readings in Greek I (Next offered Fall 2003)
Readings in major authors. 3 hrs. lect.

CL 504 Advanced Readings in Greek II (Next offered Spring 2004)
Readings in major authors. 3 hrs. lect.

LATIN

CL 101 Beginning Latin (Next offered Winter 2004)
An intensive introduction to the Latin language. The aim of the course is to prepare students to read the major authors of Roman literature. The course continues in the spring as Classics 202 (Intermediate Latin)15 hrs. lect. **LNG**

CL 202 Intermediate Latin (Next offered Spring 2004)
6 hrs. lect. **LNG**

CL 210 Introduction to College Latin (Fall)
This course is designed for students with one to four years of high school Latin who are interested in continuing their study of the language. The course combines review of grammar and practice in translation; the aim is to improve reading skills and understanding of the language. Students may expect to join a 300- or 400-level Latin course the following spring. We will use both a textbook and readings from authors such as Cicero and Livy. (Prerequisites: Students should have had some formal study of Latin and should consult with the instructor during orientation week or the first week of classes to determine whether or not the class is at the appropriate level.) **LNG EUR** (M. Witkin)

CL 301 Latin Prose (Fall)
Readings in major authors. **EUR LIT** (E. Adler)

CL 302 Latin Poetry (Spring)
Readings in major authors. **EUR LIT** (R. Ganiban)

CL 401 Readings in Latin Literature I (Next offered Fall 2003)
Readings in major authors. 3 hrs. lect.

CL 402 Readings in Latin Literature II (Next offered Spring 2004)
Readings in major authors. 3 hrs. lect.

CL 501 Advanced Readings in Latin (Fall)
Readings in major authors. (R. Ganiban)

CL 502 Advanced Readings in Latin II (Spring)
Readings in major authors. (staff)

HEBREW

CL 105 Introduction to Hebrew (Next offered Winter 2004)
The goal of the Hebrew sequence is to develop students' ability to read the Jewish Bible (Old Testament) and later Hebrew literature. An introduction to classical Hebrew, this course presupposes nothing, begins with mastery of the Hebrew alphabet, and leads students through the Hebrew noun and the basic structure of the Hebrew verb. The sequel in the spring term (CL 206) completes the overview of grammar and concludes with the reading of a brief biblical text, such as the book of Jonah or Ruth. 15 hrs. lect. **LNG**

CL 206 Intermediate Hebrew (Next offered Spring 2004)
6 hrs. lect. **LNG**

CL 305 Readings in the Hebrew Bible (Not offered 2002-03)
LNG

CL 306 Readings in Classical Hebrew (Not offered 2002-03)
PHL

CL 405 Advanced Hebrew Studies I (Not offered 2002-03)

CL 406 Advanced Hebrew Studies II (Not offered 2002-03)

SENIOR COURSES

CL 420 Seminar in Classical Literature (Spring)
See course description above. (E. Adler)

CL 505 Independent Senior Project (Fall, Winter, Spring)
(staff)

CL 700 Senior Essay for Classics/Classical Studies Majors (Fall, Winter, Spring)
(staff)

CL 701 History of Classical Literature: General Examination for Classics/Classical Studies Majors (Fall)
For course description see CL 450 above. Seniors taking

the General Examination in Classics/Classical Studies (CL 701) must take CL 450 in the fall of their senior year, registering for that course as CL 701. General examinations may be scheduled to take place either at the end of fall term or during winter term by arrangement with the faculty. A grade of B+ or better on the general examination is necessary for departmental honors; the grade for CL 701 that appears on a student's transcript is an average of the grade for course work in CL 450 and his/her grade on the general exam. (M. Witkin)

CLASSICAL STUDIES

Whereas the Classics major requires that students master two ancient languages, a student majoring in Classical Studies masters one of the classical languages and pursues a wider range of courses in classical civilization. The Classical Studies program is designed to offer a broad, rigorous, general education based on the careful study of fundamental classical works of history, philosophy, and literature. The interdisciplinary nature of the study is reflected by a teaching staff that includes faculty in the departments of classics, history of art and architecture, philosophy, political science, and religion.

Honors: B average or better in courses taken for the major and B+ or better in the senior seminar and the general examination. (Note: A student who does an optional Senior Essay, CL 700, or Independent Senior Project, CL 505, may, by arrangement with the chair in the semester prior to undertaking the project, offer that grade in lieu of the grade in CL 420 for the calculation of departmental honors.)

AP credit policy: See under Classics above.

REQUIRED FOR THE MAJOR IN CLASSICAL STUDIES:

A. The following:

1.	CL 150	The Ancient Epic
2.	CL/HI 131	Archaic and Classical Greece *or*
	CL 151	Introduction to Ancient Greek Literature *or*
	CL 152	Greek Tragedy *or*
	CL 160	Greek and Roman Comedy *or*
	CL/PA 175	Greek Philosophy: The Problem of Socrates
3.	CL/HI 132	History of Rome or
	CL 140	Augustus and the World of Rome *or*
	CL 141	Masterpieces of Roman Literature *or*
	CL 160	Greek and Roman Comedy

B. Five additional courses in Classical Studies chosen from the following:

CL 121	Classical Tradition of Liberal Arts and Sciences
CL/HI 131	Archaic and Classical Greece
CL/HI 132	History of Rome
CL 140	Augustus and the World of Rome
CL 141	Masterpieces of Roman Literature
CL 151	Introduction to Ancient Greek Literature
CL 152	Greek Tragedy
CL 160	Greek and Roman Comedy
CL/PA 175	Greek Philosophy: The Problem of Socrates
CL/HI 331	Sparta and Athens
CL/HI 332	Roman Law
CL/HI 337	Greece and Rome in the Hellenistic Age
HA 212	Roman Architecture
HA 213	Roman Art and Archaeology
HA 221	Greek Art and Archaeology
HA 312	Of Gods, Mortals, and Myths: Greek and Roman Painting
HA 320	Hands-on Archaeology: Theory and Practice
PA 201	Ancient Greek Philosophy
PA 302	Plato
PA 303	Aristotle
PS 101	Introduction to Political Science
PS 317	Classical Political Philosophy
PS 409	Seminar in Political Philosophy
RE 287	Greco-Roman Religions
RE 387	Seminar on the Religions of Rome

C. Four courses in Greek or four courses in Latin chosen from:

CL 101	Beginning Latin
CL 202	Intermediate Latin
CL 103	Beginning Greek
CL 204	Intermediate Greek
CL 210	Introduction to College Latin
CL 301	Latin Prose
CL 302	Latin Poetry
CL 303	Greek Prose
CL 304	Greek Poetry
CL 401	Readings in Latin Literature I
CL 402	Readings in Latin Literature II
CL 403	Readings in Greek Literature I
CL 404	Readings in Greek Literature II
CL 501	Advanced Readings in Latin I
CL 502	Advanced Readings in Latin II
CL 503	Advanced Readings in Greek I
CL 504	Advanced Readings in Greek II
CL 601	Advanced Readings in Latin I
CL 602	Advanced Readings in Latin II

D. CL 420 Seminar in Classical Literature

E. CL 701 History of Classical Literature: General Examination for Classics/Classical Studies

Optional: CL 700 Senior Essay (fall/winter or winter/spring); CL 505 Independent Senior Project (fall or spring). (***Note:*** Students who wish to do an optional senior essay or independent senior project must secure the sponsorship of a member of the classics department in the semester before the essay or project is to be undertaken.)

For complete descriptions of the courses listed above, see listings under the appropriate departments.

ECONOMICS

David K. Smith Professor of Applied Economics: Michael P. Claudon; *Christian A. Johnson Distinguished Professor of Economics:* David C. Colander; *Alan R. Holmes Visiting Professor of Economics:* Scott Pardee; *Frederick C. Dirks Professor of International Economics:* Sunder Ramaswamy (chair); *Professors:* Paul M. Sommers, Phanindra V. Wunnava; *Assistant Professors:* Jeffrey Carpenter, Jessica Holmes, Jonathan T. Isham, Peter Hans Matthews, Robert Prasch, William Pyle, Thierry Warin; *Visiting Assistant Professors:* Carolyn Craven (halftime), Steven Pecsok (parttime);.

I. REQUIRED FOR THE MAJOR

The economics major consists of four sequences.

Introductory Sequence: EC 150 and EC 155. Neither EC 150 nor EC 155 assumes any prior exposure to economics, but both courses presume a thorough working knowledge of algebra. Note: No student who receives a grade below a C- in either EC 150 or EC 155 will be admitted into the Intermediate Theory Sequence without a waiver.

Quantitative Sequence: EC 210 and EC 211. Students must pass EC 210 with at least a C- to be admitted into EC 211 without a waiver. MA 111 or MA 112 is a prerequisite for EC 211.

Intermediate Theory Sequence: EC 250 and EC 255. MA 111 or MA 112 is a prerequisite for EC 255. The department will waive the MA 112 requirement for students who score a 3 (or higher) on the Advanced Placement Calculus AB exam.

Note: It is important, especially for those planning to study abroad, that the above three sequences be completed preferably by the end of the sophomore year, or by the end of the fall term, junior year. Also, please note the following course numbers have been changed: EC 235 (Economic Integration) is now EC 335; EC 310 (Economics of Investing) is now EC 205; EC 365 (Environmental Economics) is now EC 265; EC 440 (International Trade) is now EC 444.

Elective Sequence: Majors are required to take at least **four** electives, two of which ***must*** be 400-level seminar courses. The other two electives may be 200-, 300-, or 400- level courses. One 400-level course ***must*** be completed at Middlebury. 400-level courses are seminars that typically enroll 15 students, have intermediate theory as a prerequisite and serve as a capstone experience for the major. Emphasis is placed on reading, writing, and discussion of economics at an advanced level. Note: EC 800 does **not** substitute for a 400-level course.

Students majoring in economics cannot count all three of the courses EC 230, EC 330, and EC 430, nor can they count both EC 425 and EC 426 toward the minimum of 10 required courses. EC 140 (Introduction to the World Economy) and EC 205 (Economics of Investing) will **not** count towards the major, though EC 205 will count towards the minor. Economics electives taken during the winter term do **not** count towards the major or the minor.

Honors: Seniors interested in earning departmental honors may choose either of two options: the independent research option or the senior honors thesis seminar option. The independent research option is open to students who have received a grade of A- or better on a 400-level seminar paper and who have an accumulated G.P.A. of 3.5 or higher in regular semester economics courses taken at Middlebury prior to the start of the project. The senior honors thesis seminar option (EC 800) is open to any senior economics major who has an accumulated G.P.A. of 3.0 or higher in regular semester economics courses taken at Middlebury prior to the start of the thesis. Normally, honors candidates should have completed the three non-elective sequences by the beginning of the fall term, senior year. Detailed descriptions and requirements of the two options are available from the department.

Joint Major Requirements: Students can major in economics jointly with another discipline. You should discuss the rationale of combining economics with another discipline as a joint major with your adviser or department chair. The requirements in economics include a minimum of eight courses: EC 150, EC 155, EC 210, EC 211, EC 250, EC 255, and two electives, one of which must be at the 400 level.

Honors for Joint Majors: Students completing a joint major in economics and a related discipline who aspire to earn departmental honors must either (1) complete EC 800 Senior Research for Honors, in addition to the other joint major requirements, or (2) complete the related department's senior thesis program. Honors candidates choosing option (2) are required to (a) find an adviser in the economics department, (b) submit a final copy of the thesis to the coordinator of EC 800 on the due date set for students in EC 800, and (c) defend the thesis during a seminar presentation to the economics department. Candidates choosing either option must meet the minimum grade requirements for honors in economics: a B average (3.0) in courses taken from the joint major and a B+ on the thesis.

International Studies Major: The IS major allows students to combine the study of a language and focus on an area with another discipline in humanities or social sciences, linking both with an appropriate experience abroad. IS majors who choose East Asian studies, European studies, Latin American studies, or Russian and East European studies as their program of emphasis along with economics as their disciplinary specialization, should take the following: EC 150, EC 155, EC 250, EC 255, one regional elective, one 400-level seminar focusing on the region, or one seminar in international/development issues. If a non-regional seminar is taken (e.g., EC 425, EC 444, or EC 445), the final paper should focus on the region of study. Students wishing to major in the international politics and economics (IP & E) program should see the relevant portion of the catalog.

AP Credit Policy: Students who score a 5 on the Advanced Placement exam in Economics, Micro or Macro, automatically receive credit for Introductory Economics, Micro (EC 155), or Introductory Economics, Macro (EC

150). Students who score a 4 on the Advanced Placement exam in Economics, Micro or Macro, must receive a B- or better grade in the corresponding intermediate-level course EC 255 or EC 250 to receive College credit for the introductory-level course.

International Baccalaureate/A-Levels: Students who have completed an International Baccalaureate or the equivalent of introductory sequence abroad before coming to Middlebury and have earned the requisite points (please check with the Study Abroad Office) can apply for transfer of credit for one of the introductory courses, preferably Introductory Economics-Micro (EC 155). This implies that a student would have to complete only 9 courses for the major.

Transfer of Credit: Students can take economics courses in approved programs (abroad and domestic) and have those courses count towards the major and/or the general graduation requirement. Students planning to take courses off-campus should discuss the proposed courses with their adviser and get preapproval from the chair of the economics department. Upon completion of the courses, students should submit their course material and a copy of their transcript along with the appropriate Application for Transfer Credit form to the chair for departmental approval. After which, students must submit their forms to the director of off-campus study for final approval. Courses having a BU (Business) or MGMT (Management) prefix will normally **not** be considered the equivalent of an economics course.

II. POSTGRADUATE PREPARATION

Students considering graduate programs in economics should discuss their plans with their adviser and other faculty members. They are also urged to complete EC 411 and either MA 315 or MA 318. Majors considering graduate programs in economics are strongly advised to do at least a minor in mathematics.

Because of the widespread use of computers in both M.B.A. and Ph.D. programs, majors should become familiar with computer programming by completing CX 103 or CX 121 and are strongly advised to take EC 411 and/or EC 412.

III. MINOR IN ECONOMICS

The economics minor consists of five courses: EC 150, EC 155, EC 250 or EC 255 (MA 111 or MA 112 is a prerequisite for EC 255), and two electives, one of which must be at the 400 level. EC 140 does **not** count toward the minor. Economics electives taken during the winter term do **not** count towards the minor.

IV. COURSE OFFERINGS

EC 140 Introduction to the World Economy (Not offered 2002-03)

This course introduces students to contemporary problems and issues in the world economy. It focuses on: (1) principles of international economics, such as comparative and absolute advantage, free trade vs. protectionism, exchange rate determination, the balance of payments, world currency markets, and economic integration; and (2) problems of economic development, transitional economies, and regional economic issues in areas such as the European Union, South and East Asia, Latin America, and the former Soviet Union. (Open to first-years and sophomores; waiver required for juniors and seniors) This course does **not** count toward the major. Students who have taken EC 150, EC 155, or EC 240 are not allowed to register for EC 140. **SOC**

EC 150 Introductory Economics (Macro) (Fall, Spring)

An introduction to macroeconomics: a consideration of macroeconomic problems such as unemployment and inflation. Theories and policy proposals of Keynesian and classical economists are contrasted. Topics considered include: banking, financial institutions, monetary policy, taxation, government spending, fiscal policy, tradeoffs between inflation and unemployment in both the short run and the long run, and wage-price spirals. 3 hrs. lect., 1 hr. disc. **SOC** (staff)

EC 155 Introductory Economics (Micro) (CW 16) (Fall, Spring)

An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply), market structures from competitive to oligopolistic, distribution of income, and public policy options bearing on these problems. *(One section offered in the fall satisfies the College writing requirement.)* 3 hrs. lect., 1 hr. disc. **SOC** (staff)

EC 205 Economics of Investing (Spring)

This course explores introductory issues in the pricing of financial instruments and the organization of financial markets. This includes developing methods to price stocks and bonds, evaluate portfolios and understand financial derivatives, and applying these methods to actual financial data in an accessible and non-technical manner. This course does **not** count as an elective toward the economics major, but will count towards the economics minor. (EC 150 or EC 155) 3 hrs. lect., 1 hr. lab. (S. Pecsok)

EC 210 Economic Statistics (Fall, Spring)

Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability distributions, random variables, simple linear regression, estimation, hypothesis testing, and contingency table analysis. A weekly one-hour lab is part of this course in addition to three hours of class meetings per week. (EC 150 or EC 155. Credit is not given for EC 210 if the student has taken MA 106 or PY 201 previously or concurrently) *(There will be three sections offered: two in the fall and one the spring)* 3 hrs. lect., 1 hr. lab. **DED** (P. Sommers, J. Holmes)

EC 211 Introduction to Regression Analysis (Spring)

In this course regression analysis is introduced. The major focus is on quantifying relationships between economic variables. Multiple regression identifies the effect of several exogenous variables on an endogenous variable. After exploring the classical regression model, fundamental assumptions underlying this model will be relaxed, and further new techniques will be introduced. Methods for testing hypotheses about the regression coefficients are developed throughout the course. Both theoretical principles and practical applications will be emphasized. The course goal is for each student to employ competently regression analysis as a research tool and to justify and defend the techniques used. (MA 111 or MA 112, EC 150 or EC 155, and EC 210; or admission by waiver) 3 hrs. lect., 1 hr. lab. **DED** (P. Wunnava)

EC/HI 220 American Economic History since 1865 (CW 15) (Fall)

This course will provide an overview of the major themes in the growth and development of the modern American economy. Topics will include the economic aspects of agricultural stagnation in the post-bellum South, Northern industrialization, the rise of the railroads, and the changing role of banks and financial markets. We will also examine the role of the courts and government policy in American economic development, with special emphasis on the rise and decline of *Laissez-Faire* as the dominant mode of economic regulation in the nation's labor and financial markets. (EC150 or EC155) 3hrs. lect. **SOC HIS USA NOR** (R. Prasch)

EC 225 Theories of Economic Development in Latin America (Fall)

This course is designed to provide a survey of the most important issues facing Latin American policymakers today. The course will place contemporary problems in their historical perspective and will use applied economic analysis to examine the opportunities and constraints facing the economies of Latin America. (EC 150) 3hrs. lect. **SOC OTH AAL** (C. Craven)

EC 230 Comparative Transitions (Fall)

This course examines the economic transition occurring in Russia and other former Soviet republics in a broader geographic and interdisciplinary context. Emphasis is placed upon the nature and legacies of the Soviet-type economic system, the political economy of the ensuing post-communist transition, and the ways in which this transition is playing itself out in different countries. Economic developments in Russia, Ukraine, Kazakhstan, and the Baltic states are afforded particular attention. The lessons offered by the experiences of other countries and regions in transition, especially Eastern Europe, China, and Latin America, are also considered. (EC 150 or EC 155 or waiver) 3hrs. lect. **SOC OTH AAL** (W. Pyle)

EC 250 Macroeconomic Theory (Fall, Spring)

Macroeconomic theory analyzes whether the market effectively coordinates individuals' decisions so that they lead to acceptable results. It considers the effectiveness of monetary, fiscal, and other policies in achieving desirable levels of unemployment, inflation, and growth. The theories held by various schools of economic thought such as Keynesians, monetarists, and new classicals are considered along with their proposed policies. (EC 150 and EC 155) *(There will be four sections offered: two in the fall and two in the spring.)* 3 hrs. lect., 1 hr. disc. (fall: P. Matthews; spring: D. Colander)

EC 255 Microeconomic Theory (Fall, Spring)

Microeconomic theory concentrates on the study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income in an economy. We will study the optimizing behavior of households in a variety of settings buying goods and services, saving and labor supply decisions; we will also examine the behavior of firms in different market structures. Together, the theories of household and firm behavior help illumine contemporary economic issues (discrimination in labor markets, mergers in the corporate world, positive and negative externalities, for example). (MA 111 or MA 112, EC 150 and EC 155) *(There will be four sections offered: one in the fall and three in thespring.)* 3 hrs. lect. (fall: S. Ramaswamy; spring: J. Carpenter, P. Sommers)

EC 265 Environmental Economics (Spring)

This survey course uses economic analysis to examine the underlying causes of environmental and natural resource problems, as well as alternative policy responses. The choice of environmental protection goals and the means of achieving them are analyzed and applied to the cases of air pollution (local and global), water pollution, and toxic pollution. The environmental policies of various countries are compared and studied from an economic perspective. In addition, the management of renewable and nonrenewable resources, including forests, fisheries, energy, and water resources, will be evaluated. Other topics to be covered include environmental justice and sustainable development. (EC 155) 3 hrs. lect. (J. Isham)

EC 300 Current Issues in Health Economics (Fall)

We will apply standard microeconomic tools to the problems of health and health care markets. The course provides the fundamental tools with which to understand how the health care market is different from the markets for other goods. For example, students will learn about the dominant presence of uncertainty at all levels of health care, the government's unusually large presence in the market, the pronounced difference in knowledge between doctors and patients, and the prevalence of situations where the actions of some impose costs or benefits on others (i.e. vaccinations, drug research). (EC 155) 3 hrs. lect. (J. Holmes)

EC 316 Corporate Finance and Investments (Fall)

This course applies economic theory to issues confronted by firms in evaluating and financing alternative investment opportunities. This includes developing methods to analyze financial performance, price financial assets and investments, estimate the cost of financial capital, and evaluate financing through issuing debt and equity. Advanced topics include mergers and acquisitions and the hedging of financial risk using derivatives. This course is intended for economics majors and minors or other students with a quantitative background. (EC 150, EC 155, and EC 210) 3 hrs. lect., 1 hr.lab. (S. Pardee)

EC 335 European Economic Integration: Lessons and Prospectives (Fall)
This course introduces students to the European integration process and its beneficial and adverse effects. Specifically, we will ask: What is the role of Europe in the global economic system? What are the policy implications of an economic integration? Can integration only work when countries are at a similar stage of development, and What are the implications if not? We will also discuss economic integration in various parts of the world with particular reference to North America and South-East Asia. (EC 150 and EC 155) 3 hrs. lect. **EUR** (T. Warin)

EC 340 International Economics: A Policy Approach (Fall, Spring)
This course looks at international trade and finance, comparative advantage and the gains from trade, and the effects of trade on income shares. It explores commercial policies; the arguments for and against tariffs; nontariff barriers; dumping, subsidies, and countervailing duties. In addition, it examines the World Trade Organization, pros and cons of regional free-trade associations such as that resulting from the North American Free Trade Agreement, foreign exchange rates, and relationships among international trade and finance and domestic macroeconomic policies. (EC 150 and EC 155) 3 hrs. lect. (fall: M. Claudon; spring: C. Craven)

EC 356 Competition and Strategy in the Digital Age (Spring)
This course addresses issues relevant to the central question in corporate strategy within an emerging digital age context: What factors determine firm success? We will focus on how firms achieve and sustain superior performance in the face of competitive pressures. We will adopt a practical, problem-solving approach and combine a range of theoretical perspectives for analyzing competition among firms, with a particular focus on Vermont-based early stage and technology companies. The course couples the introduction of relevant concepts and analytical tools for industry and competitive analysis with their application to real-world case studies in a variety of industries and digital-age contexts. Students will be expected to develop a sophisticated understanding of the forces that drive competition and success. (EC150 and EC155; sophomore or junior standing). 3 hrs. lect./disc. (M. Claudon)

EC 375 Money, Banking, and Monetary Policy (Spring)
An introduction to financial institutions, financial markets, and monetary policy. Students will focus on the determination of interest rates, portfolio theory, the demand for money, and the money supply process. Emphasis will be on the difficulties faced by the Federal Reserve in pursuing policies aimed at a steady, moderate growth of aggregate demand. (EC 150 and EC 155) 3 hrs. lect. (R. Prasch)

EC 380 Game Theory (Spring)
Game theory has a very general scope, encompassing questions that are basic to all of the social and behavioral sciences. It can offer insights into any economic, political, or social situation that involves agents who have different goals or preferences. In this course students will learn the basic concepts of game theory by learning to model social situations and solve problems. Once the basics have been covered, we will try to reconcile game theory and the actual behavior of people. The class concludes by discussing how theory might be improved to better predict individual behavior. (MA 111 or MA 112 and EC 155) 3 hrs. lect. (J. Carpenter)

EC 411 Applied Econometrics (Fall)
This course is designed to further students' understanding of parameter estimation, inference, and hypothesis testing for single and multiple equation systems. Emphasis will be placed on specification, estimation, and testing of micro/macro econometric models and using such models for policy analysis and forecasting. Large cross-sectional as well as panel data sets will be used for estimation purposes. (EC 211, EC 250 or EC 255; or admission by waiver) 3 hrs. lect. (P. Wunnava)

EC 412 Empirical Finance (Not offered 2002-03)
How do hi-tech firms decide to launch new products? How do portfolio managers decide to invest in stocks of hi-tech companies? These are the kinds of practical issues we will cover in this course. Modern financial theory and practice revolve around quantitative techniques for estimating expected returns on investments, whether the launch of a new product or the creation of a new mutual fund, and for measuring the performance of those investments over time. In the first part of the course, you will delve into cash flow analysis as it can be applied to a wide range of situations. In the second part, you will study financial markets and techniques for trading and investing in those markets. At the end you will create an investment portfolio based on your own areas of expertise and your own style of investing. (EC 211, EC 316)

EC 425 Seminar on Economic Development (Not offered 2002-03)
Much of the world still faces the daily pain of poverty. Developing countries have to accelerate their growth rates, eradicate poverty, reduce inequalities, address environmental concerns, and create productive employment. We examine the major analytic and policy issues raised by these challenges and study the need for a productive balance between market forces and positive state action. With the help of case studies from Asia, Latin America, and Africa, we focus on different development strategies adopted, the choice of policy instruments, and methods of implementation. (EC 250 or EC 255 or by permission)

EC 426 Asia's Emerging Markets (Not offered 2002-03)
Asia has emerged as a powerful player in today's global economy. This seminar will analyze in depth alternative

paradigms and theories to explain this phenomenon. The experience of the "East Asian miracle" countries, along with newly emerging markets in China, India, and Vietnam, provide valuable lessons on trade, industrialization, and integration in the global economy. The role of the U.S., the World Bank, and International Monetary Fund will be analyzed. Finally, two key problem areas, the sustainability of the development process in this region and issues of political liberalism, will be examined critically. (EC 250, EC 325 or permission)

EC 428 Population Growth and the Global Future (Not offered 2002-03)
This course will show how economic analysis can be used to assess the impact of rapid population growth on economic development, the environment, and economic inequality. It will analyze the rapid "graying" of the industrialized countries and their struggle to cope with international migration. It will assess the causes of urban decay in the North and the explosive growth of cities in the South. The course will consider household-level decision-making processes; the effects of changing family structures; and the need to improve the status of women. (EC 250 or EC 255)

EC 429 Environment, Trade, and Foreign Aid in Latin America (Not offered 2002-03)
This course is designed to provide an in-depth examination of a number of critical issues that currently confront policymakers in Latin America. The topics of environment and development, regionalization and free trade, and the efficacy of foreign aid will be analyzed in the context of Latin American economic development. (EC 250)

EC 430 The Post-Communist Economic Transition (Spring)
This course examines the economic transformation from Soviet-type socialism to capitalism based upon private ownership and markets. Topics examined include: the nature and legacies of the traditional system, problems of macroeconomic stabilization, privatization, reform of financial and legal systems, and external transformation. Countries examined include: Russia, Ukraine, the Central European Economies, and China. (EC 250 or EC 255 or permission) 3 hrs. lect. (W. Pyle)

EC 431 Economics of the European Union (Spring)
This course will introduce students to the major economies of Western Europe and also the economic functions and structure of the institutions of the European Union. The course aims to familiarize students with the theoretical economic and policy issues that are currently of concern in the European Union, and aims to analyze economic problems that are of particular relevance to the member states of the European Union—issues such as the coordination of policies within an intergovernmental supranational framework and how to sustain the integration dynamic. (EC 250) 3 hrs. lect. (T. Warin)

EC 444 International Trade (Spring)
We will study a variety of theories relating to trade between nations in both goods and assets. Effects and desirability of commercial policy, tariffs, and other controls on trade will be examined. Recent theories on strategic trade will be evaluated. Issues of export promotion, import substitution, foreign direct investment, the role of multinationals and economic integration will be analyzed. We will explore the relationship between increased capital flows, financial crises, and trade flows in the world economy. Particular attention will be paid to trade and economic development linkages in the context of the current debates on globalization. (EC 255 or admission by waiver) 3 hrs. lect. (S. Ramaswamy)

EC 445 International Finance (Spring)
An analysis of the world's financial system and the consequences for open economies of macroeconomic interdependence. Particular topics include: exchange rate determination, balance of payments adjustments, and monetary and fiscal policies in open economies. Special attention is paid to the issues and problems of the European Economic Community and European integration and debt in developing countries. (EC 250) 3 hrs. lect. (P. Matthews)

EC 450 History of Economic Thought (Fall)
This course offers a historical and analytical perspective on the development of economic ideas. It asks the question: Why is economics what it is today? A number of international issues will be considered, such as the differential development of economic ideas in different countries, comparative advantage and its relation to trade, and the development and spread of socialist ideas. This is a course in which students will actually read Adam Smith, Karl Marx, and Frederich Hayek. (EC 250 or EC 255 or by waiver) 3 hrs. lect. (D. Colander)

EC 455 Competitive Strategy (Fall)
Theoretical and applied analysis of profitability and market success; of how competitive forces within and among industries shape and are influenced by competitive strategy; and of the dynamics of competitive strategy formulation and implementation by individual companies in diverse competitive environments. (EC 210 and EC 255) 3 hrs. lect., 3 hrs. lab. (M. Claudon)

EC 460 Industrial Organization: A Policy Approach (Not offered 2002-03)
This course uses models of monopoly and competition to investigate enterprise behavior and to consider implications for market structure and resource allocation. In addition to focusing on factors determining the number of market participants, the course examines the role of transactions costs, product differentiation, imperfect knowledge, and contestability in determining market outcomes. Special attention is given to issues of monopoly regulation and antitrust law in the United States and internationally. (EC 255)

EC 461 Antitrust, Regulation, and High Technology (Not offered 2002-03)
The antitrust actions against Microsoft are pushing the envelope of current antitrust theory and practice as economists and lawyers grapple with the difficulty of applying 1890s law to 1990s high-technology industries. We will explore the limits of current antitrust thought through economic theory and legal precedence. Readings and discussions will be complemented by case studies. Empirical techniques of analysis will be presented as well. (EC 210 and EC 255)

EC 462 Bargaining Theory and Behavior (Fall)
This seminar focuses on one topic: bargaining. The implications of bargaining theory and behavior are of widespread importance. For example, bargaining models provide the foundation for theories of labor-management interactions, foreign policy negotiations, and the division of resources within a family. We will examine the history of bargaining theory and will also ask a question not often considered in economics: How do people *actually* behave vis-à-vis the predictions of the models? To answer such a question, students will not only read scientific studies of bargaining theory and practice but will also take part in laboratory experiments designed to test various theories. (EC 255 required, EC 380 recommended) 3 hrs. lect. (J. Carpenter)

EC 465 Special Topics in Environmental Economics (Fall)
This seminar explores in detail selected topics that involve critical environmental and economic decision-making. Methods of environmental economics and environmental valuation are examined in order to facilitate this in-depth study. The current course looks at three topics that lie at the center of current environmental policy debates, including global warming, trade and the environment, and sustainable development. Each topic is considered from a theoretical and policy perspective and from the standpoint of both developing and developed countries. Within each topic area, the role that economics can play in informing and designing environmental policy is investigated. (EC 255) 3 hrs. lect. (J. Isham)

EC 470 Public Finance (Not offered 2002-03)
This course examines the role of government in modern market economies, focusing primarily on the United States. In particular we will explore the design and impact of government expenditure programs and taxation systems on the welfare and behavior of its citizens. Among the general questions considered are the following: When is government intervention in the economy appropriate? What is the most effective form of intervention? What effects do government policies have on incentives for firms, individuals, and others in the private sector? The course will cover a wide range of issues in public finance with a primary focus on current policy debates and issues. Topics covered include: school choice, pollution and the environment, income distribution and social insurance, health policy, Social Security, U.S. Tax system and tax reform. (EC 255)

EC 475 Monetary Theory and Financial Institutions (Fall)
This seminar provides the student with the basic knowledge and analytical tools to operate in today's money and financial markets. We start with the markets themselves, how they are structured and how prices are determined, such as interest rates and foreign exchange rates. We then study private sector institutions, including banks, securities houses, insurance companies, and fund management companies, and the challenges they face in the Age of the Internet. And we close with a study of how the Federal Reserve and other central banks determine monetary policy. (EC 250) 3 hrs. lect., 1 hr. lab. (S. Pardee)

EC 480 Labor Economics (Spring)
This seminar will explore the economics of labor markets from several perspectives, both theoretical and empirical, mainstream and heterodox. The list of topics includes: labor force participation, human capital formation, dual labor markets, economic discrimination, union-firm relations, labor market policies, the structure of contracts, and the internal structure of firms. We shall also devote considerable attention to the macroeconomic implications of labor market behavior. (EC 250 or EC 255) 3 hrs. lect. (P. Matthews)

EC 490 Topics in Advanced Economic Theory (Not offered 2002-03)
This course will introduce students to a small, but thematic, sample of recent developments in modern economic theory. Its content will typically vary over time and by instructor. In 02-03, the theme will be "new directions and applications in game theory."(EC 255 required, EC 380 recommended)

EC 500 Individual Special Project (Fall, Winter, Spring)
(Approval required; see "500 Courses" in *Middlebury College Handbook;* or contact the department chair) (staff)

EC 800 Senior Research for Honors (Fall, Winter)
(*Approval required*) (P. Matthews)

ENGLISH

Professors: Alison Byerly (on leave), Cates Baldridge (on leave), John Bertolini , John Elder (chair), Robert Hill (on leave fall), Elizabeth Napier, Jay Parini, David Price; *Associate Professors:* Robert Cohen, Gary Margolis (part time); *Assistant Professors:* Timothy Billings (on leave), Antonia Losano (on leave fall and winter), Kathleen Skubikowski (part time; director of College Writing and First-Year Seminar programs), Yumna Siddiqi, Marion Wells (on leave fall and winter); Kathryn Kramer; *Visiting Assistant Professor:* Dan Brayton; *Visiting Lecturers:* David Bain, Don Mitchell; *Writer in Residence:* Julia Alvarez.

COURSES FOR NONMAJORS

The Department of English offers a wide variety of courses in literature that are open without prerequisite to all students in the College. These include the courses listed under Literary History and Criticism; all 200-level courses (the EL 203/LI 101-EL 204 sequence is intended for declared or potential majors) and most 300-level courses.

300 and higher levels of creative writing courses are workshop courses for which admission is by approval only. English, American literature, and literary ltudies majors are generally given first priority. Please be sure to preregister in the English department office at least one week prior to registration.

MAJOR PROGRAM

The English Department offers a program of intensive study in literature by major writers from the medieval period to the present. It also provides experience in a variety of interpretive methods and cultural contexts and fosters the knowledge and appreciation of literature. The English major is intended to cultivate students' powers of rigorous analysis, whatever their eventual career goals. The major also provides a rich variety of opportunities for critical and creative writing. Course work begins with a core sequence designed to introduce students to close reading, literary criticism and the foundations of literature in English; this core sequence is followed by courses that expose students to the major genres and periods of literature.

The major in English will consist of a minimum of eleven courses, including:

(1) EL 203 or LI 101; (2) EL 204; (3) a 200- or 300-level EL course in poetry (PO); (4) a 200- or 300-level EL course in narrative fiction (FI); (5) a 200- or 300-level EL course in drama other than Shakespeare (DR); (6) a course on Shakespeare (SH); (7) EL 205, Contemporary Literary Theory (CR), or a course in literary criticism offered by another department with approval of adviser; (8) a 300- or 400-level EL or LS seminar; (9) EL 705, the Senior Comprehensive Examination, taken in winter term of the senior year; (10) and (11) literature courses, one of which must be pre-1800. Students wishing to be candidates for honors in English must elect either a one-term senior critical or creative essay (EL 700 or EL 701) or a two-term senior critical or creative thesis (EL 710 or EL 711). All students undertaking creative-writing honors projects must have already completed two 300-level writing workshops. Up to two courses in American literature may be substituted for the English courses listed above, but this substitution requires approval of the chair of the English department. Courses below that fulfill the genre requirements are designated with the abbreviations FI (Fiction), PO (Poetry), DR (Drama), CR (Criticism), and SH (Shakespeare).

A student entering the major should discuss a plan for the entire major program with an adviser in the department or with the chair. Some literature courses in American literature, foreign languages, and classics may be substituted for courses in drama, fiction, and poetry with the approval of the chair.

Students who plan on attending graduate school in literature are advised to include at least a broad representation of American literature in their course selections (for example, especially AL 202 and several of the following: AL 201, AL 203, AL 204, AL 301, AL 302, AL 307 or EL/AL 312, EL/AL 309). LS 705, Senior Colloquium in Literary Studies, which focuses on major European works from antiquity through the twentieth century, is also an appropriate selection and can be used to fill the seminar requirement for the English major.

JOINT MAJOR

A joint major in English requires a minimum of seven courses, including the following: (1) EL 203 or LI 101; (2) EL 204; (3) a 200- or 300-level EL course in poetry (PO); (4) a 200- or 300-level EL course in narrative fiction (FI); (5) a 200- or 300-level EL course in drama (DR); (6) a course on Shakespeare (SH); a senior project that brings together aspects of the two majors (typically an essay, thesis, or seminar appropriate to both fields, should such a seminar be available). Joint majors must be approved by the chairs of both departments or programs involved.

MINOR

EL 203 or LI 101; EL 204; one EL poetry course at the 200 or 300 level; one EL drama course at the 200 or 300 level; one EL narrative fiction course at the 200 or 300 level; one additional EL literature elective.

Note: At least one of the courses selected to complete the minor must be at the 300 level.

SENIOR PROGRAM

The senior program includes the required winter term seminar and examination (see description below) and an optional one-term essay or a two-term thesis (EL 700, 701, EL 710, or 711). Normally seniors register for one unit of EL 700 or 701 or EL 710 or 711 in the fall term and register for the winter term program in the winter term. Students undertaking two-term theses normally complete them during spring term.

Honors: Departmental honors will be determined on the basis of course grades, essay or thesis grade, and the winter term program grade. For honors in any of the three categories (honors, high honors, highest honors), College rules specify a minimum average of B in course grades and a minimum grade of B on the essay or thesis. To qualify for highest honors the department requires a minimum of B+ in each of the three areas (course grades average, thesis or essay, and the winter term senior program). In determining the numerical average of course grades all courses designated EL will be counted, as will all other Middlebury courses that fulfill requirements for the major. Departmental grade averages for each level of honors are: highest honors, A+; high honors, A or A-; honors, B+.

Comprehensive Examination Program: Each year the department faculty devises a reading list of 12-15 works covering all periods and genres of English literature, and each winter term several faculty jointly teach a series of seminars exploring connections among those works. (Students will receive the next year's reading list at the end of their junior year). The course will exercise and test skills of close reading, analysis, and comparison. In addition to regular seminars, the senior program includes weekly guest lectures, panel discussions, and related social events. At the conclusion of the winter term, students take an oral and written examination. The Senior Comprehensive Exam winter term program is required for completion of the major.

See Seminars, Junior Seminars, and Theses and Essays below for prerequisites to Senior Critical Essays and Theses and Senior Creative Writing Projects. Normally, essays and theses are critical studies of some aspect of an author's work, but students who have completed two 300-level writing workshops may petition to undertake a creative writing project. Each senior is assigned to a faculty member for guidance on the essay or thesis.

Fall term and spring term senior essays must be submitted no later than the last day of classes. Late essays will receive a grade no higher than C. Senior theses (two-term projects) must be submitted no later than two weeks before the last day of classes in either term. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No one is permitted to register for the second term in a thesis program unless he or she has accomplished and submitted a substantial amount of work during the first term.

College Writing Program

EL 203 or LI 101 satisfy the College writing requirement. Some sections of other courses may also fulfill this requirement; consult the Web catalog for changes and additions.

100-Level Courses: Introductory Courses

These courses are recommended for students, primarily in their first or second years, with interests in comparative, thematic, and theoretical approaches to literature. They are especially suitable for meeting the College distribution requirement.

EL/LI 110 Continental Fiction (Not offered 2002-03)

An introduction to some major novels and shorter works by nineteenth- and twentieth-century European authors, including Flaubert's *Madame Bovary*, Zola's *L'Assommoir*, Tolstoy's *Anna Karenina*, Dostoevsky's *Crime and Punishment*, Mann's *The Magic Mountain*, Kafka's *The Trial*, Sartre's *Nausea*, Camus's *The Stranger*, and others. These works of fiction are triumphs of achievement and innovation aesthetically and conceptually; and they give us a powerful sense of significant and significantly different levels of society, culture, and periods of history. 3 hrs. lect./disc. **LIT EUR**

EL/WG 114 Reading Women's Writing (Not offered 2002-03)

Why and how do women write? Does literary history reveal distinctive styles, patterns, and continuities in the works of female authors? We will begin to address these questions through our close reading of a wide variety of women's literature in English, including poetry, fiction, essays, and drama from the eighteenth through the twentieth centuries. Secondary readings will reflect on the concept of gender as a central organizing principle. Employing various methods of literary analysis, the course will address issues of interest to students in a wide range of disciplines, including philosophy, psychology, and history, as well as literature. 3 hrs. lect./3 hrs. disc. **LIT**

EL/AL 117 The Short Story (Spring)

This course approaches the short story as a distinct prose genre, beginning with work by Edgar Allen Poe and Guy de Maupassant and concluding with stories by contemporary authors. We will examine the particularly notable growth of the genre in America and survey various trends in the form, from "local color" sketches and realistic tales to experiments in modernism and postmodernism. Throughout, we will consider issues of structure, characterization, style, and voice. Other authors may include Anderson, Barthelme, Cheever, Chekhov, Hemingway, Joyce, Moore, O'Connor, Twain, and Welty. 3 hrs. lect. **LIT USA NOR** (R. Cohen)

200-Level Courses: Literary History and Genres

Core Courses:

The EL 203-EL 204 sequence introduces students to skills of close reading and analytical writing and, in some depth, to writers whose works are regarded as central to the English literary tradition. Those intending to major in English are advised to complete the EL 203 (or LI 101)/ EL 204 sequence before they elect other courses above the 200 level. EL 203 and LI 101 are writing intensive courses that meet the College Writing (CW) requirement. EL 203 (or LI 101) is a prerequisite to EL 204.

EL 203 Interpretation of Literature (CW 15) (Fall, Spring)

This course seeks to develop skills for the close reading of literature through discussion of and writing about selected poems with some attention to drama and short fiction. Taught in small sections with frequent writing assignments. (Open to sophomores and first-year students who have completed the first-year student seminar requirement, who intend to major in English, American literature and civilization, or literary studies; open to other students, space permitting.) 3 hrs. lect. **LIT** (staff)

EL 204 Foundations of English Literature (was Chaucer, Shakespeare, Milton) (Fall, Spring)

A course designed as a continuation of EL 203 or LI 101. Students will study Chaucer's *Canterbury Tales* and Milton's *Paradise Lost*, as well as other foundational works of English literature that may include Shakespeare, non-Shakespearean Elizabethan drama, the poetry of Donne, and other sixteenth- and seventeenth-century poetry. (EL 203; advanced literary studies majors by waiver.) 3 hrs. lect. **LIT EUR** (staff)

EL/LS 205 Introduction to Contemporary Literary Theory (CR) (Spring)

This course will introduce several major schools of contemporary literary theory. By reading theoretical texts in close conjunction with works of literature, we will illuminate the ways in which these theoretical stances can produce various interpretations of a given poem, novel, or play. The approaches covered will include New Criticism, Psychoanalysis, Marxism and Cultural Criticism, Feminism, and Post-Structuralism. These theories will be applied to works by Shakespeare, Wordsworth, The Brontës, Conrad, Joyce, and others. The goal will be to make students critically aware of the fundamental literary, cultural, political, and moral assumptions underlying every act of interpretation they perform. 3 hrs. lect. **LIT EUR** (Y. Siddiqi)

MEDIEVAL COURSES:

EL 210 Medieval Literature (PO) Pre-1800 (Not offered 2002-03)

Major literary texts of the European and English Middle Ages, with emphasis on Dante and Chaucer. Though we will focus on medieval authors' sophisticated use of literary genres to explore fundamental social, political, ethical, and intellectual questions of the day, we will also look at the "entertainment literature" of the Middle Ages (romance, fabliau) and at the ambivalence of medieval authors about the nature and value of fiction. (Formerly EL 300) **LIT**

EARLY MODERN LITERATURE COURSES:

EL 216 Renaissance Drama (DR) Pre-1800 (Spring)

A survey of English Renaissance drama (excluding Shakespeare) that will help students place Shakespeare in the context of other works for the stage before and during his career, including such writers as Kyd, Marlowe, Jonson, Dekker, Middleton, Beaumont, Fletcher, Ford, and Webster. We will also devote time to studying the organization and evolution of the public theatres as well as the publication of plays in Shakespeare's day. (Formerly EL324) 3 hrs. lect. **LIT** (Mr. Brayton)

EL 217 Sixteenth- and Seventeenth-Century Lyric (PO) Pre-1800 (Not offered 2002-03)

This course will consider the development of English lyric during the sixteenth and seventeenth centuries, focusing on a close reading of the poems and considering, where relevant, their historical and cultural contexts. We will begin with the influence of Petrarch on the English love poetry of the period, looking first at Thomas Wyatt's translations of Petrarch's sonnets. Throughout the course we will be interrogating the representation of love and sexuality in these poems, with particular attention to the status of the female beloved. Other important themes will be the relationship between man and God, the social and political influence of the court, and the changing nature of subjectivity. The vexed position of poetry at this time will also be considered through a reading of particularly influential prose works, such as Sidney's *Defense of Poesy* and Puttenham's *Art of English Poesy*. We will pay particular attention to the works of Wyatt, Sidney, Spenser, Shakespeare (sonnets), Donne, Jonson, Mary Wroth, Herbert, Marvell and Milton, though we will also consider, where appropriate, selections from popular miscellanies, ballads, and songbooks. (Formerly EL 334) **LIT EUR**

RESTORATION AND EIGHTEENTH-CENTURY COURSES:

EL 220 Early English Novel (FI) (Pre-1800) (Not offered 2002-03)

The development of the English novel in the eighteenth century. Novelists include Defoe, Richardson, Fielding, Sterne, and Lewis. 3 hrs. lect./disc.) (Formerly EL 206) **LIT EUR**

EL 221 Eighteenth-Century Poetry and Prose (PO) Pre-1800 (Not offered 2002-2003)

Major literary works of the eighteenth century, with special emphasis on the shift from classic to romantic modes around the middle of the period. Attention will also be paid to the popular and visual arts of the time (newspapers, entertainment at fairs, painting, architecture, gardening). (Formerly EL 305) **LIT**

EL 222 Restoration and Eighteenth-Century Drama (DR) Pre-1800 (Not offered 2002-03)

An appreciation and critical analysis of the language, style, wit, humor, and ethos of British comic drama from 1660-1790 by such authors as Congreve, Wycherley, Vanbrugh, Goldsmith, and Sheridan. Some attention will be paid to literary context through a sampling of the fiction of Fielding and the poetry of Pope. (Formerly EL 306) **LIT**

EL 223 Neoclassic and Romantic: Changes in English Poetry, 1700-1830 (Spring)

An examination of important shifts of style and sensibility in English poetry of the neoclassic and romantic periods. The class will consider issues of poetic genre, structure, and diction, as well as transforming notions of knowledge, nature, and the self. (Formerly EL 307) 3 hrs. lect. **LIT EUR** (E. Napier)

EL 224 Literary Exchanges (FI) Pre-1800 (Fall)

An examination of the active commerce between literary texts and other works (literary, visual, musical, documentary) to which they implicitly or explicitly "speak." We will look at ways in which writers deal with their indebtedness to their precursors, at how they "translate," adapt, or otherwise reform (and occasionally deform) prior works to meet their own ends. Readings will include *Romeo and Juliet* and its variations *(*Keller's *A Village Romeo and Juliet*; *West Side Story)*; *Moll Flanders* and its generic antecedents (criminal accounts; spiritual autobiographies); *The Rape of the Lock* and its illustrations (including those by Aubrey Beardsley); Swift's reworkings of classical poetic genres like the pastoral and the georgic; Gay's *The Beggar's Opera* and Brecht's Modernization, *The Threepenny Opera*; Blake's illustrations to the poems of Gray; assorted literary and artistic parodies. 3 hrs. lect. **LIT EUR** (E. Napier)

TH/EL 228 Advanced Playwriting II (Not offered in 2002-03)

(TH 218, TH/EL 240 and *approval required*)

Nineteenth-Century Courses:

EL 240 Nineteenth-Century English Novel:Major Authors (FI) (Not offered 2002-03)

This course will explore the reasons why the nineteenth century is the great age of the novel in England. Far from merely reflecting the society that created it, the nineteenth-century novel played an active part in constructing its readers' ideas of gender and sexuality, imperialism and colonialism, class, religion, commerce, and more. We will investigate how the nineteenth-century novel grew into a rich and influential genre that tackled every aspect ofVictorian life, from romantic love to international politics. We will pay close attention to the range of narrative techniques novelists employed to help them represent and reshape a complex society. Authors may include Jane Austen, Charlotte and Emily Brontë, Charles Dickens, Anthony Trollope, Wilkie Collins, Elizabeth Gaskell, George Eliot, and Thomas Hardy. (Formerly EL 207) 3 hrs. lect./disc. **LIT EUR**

EL/WG 242 Victoria's Secrets: The Two Faces of Nineteenth-Century Fiction (FI) (Spring)

Known as the great age of the realist novel and the epitome of staid decorum, the nineteenth century also had its guilty pleasures: mysteries, ghost stories, science fiction, imperialist adventure tales, and radical fantasies of gender confusion. In this course we will read both canonical realist novels and their non-traditional counterparts in an attempt to understand the productive interplay between these two seemingly disparate literary traditions. In our comparisons we will focus on numerous issues, including domesticity, gender politics, class and racial identity, and international politics. Authors may include: Austen, Dickens, Eliot, Hardy, the Brontës, Wilkie Collins, R.L Stevenson, Arthur Conan Doyle, H.G. Wells, Bram Stoker, Mary Elizabeth Braddon, and others. (Formerly EL/WG 214) 3 hrs.lect./disc. **LIT EUR** (A. Losano)

EL 250 English Romanticism (PO) (Not offered 2002-03)

Beginning with the poetry and visual art ofWilliam Blake and continuing through William Wordsworth, Samuel Taylor Coleridge, Walter Scott, John Keats, and Percy Shelley, this course will consider the major poetic figures in the Romantic period (1789-1832). We will also read selected prose from the period, including works by De Quincey, Hazlitt, and Mary Shelley. In conjunction with the close reading that such extraordinary literature demands, we will explore themes like gender, nationalism, and revolution (both poetic and political). (Formerly EL 213) 3 hrs. lect./2 hrs. disc. **LIT EUR**

Twentieth-Century Courses:

EL 244 Twentieth-Century English Novel (FI) (Fall)

This course will explore the development of the novel in this century, with a primary focus on writers of the modernist period and later attention to more contemporary works. We will examine questions of formal experimentation, the development of character, uses of the narrator, and the problem of history, both personal and political, in a novelistic context. Readings will include novels by Conrad, Joyce, Forster, Woolf, and others. (Formerly EL 208) 3 hrs. lect./disc. **LIT EUR** (D. Price)

EL/AL 309 Contemporary Literature (FI) (Spring)

See American literature for description. 3 hrs. lect./disc. **LIT** (B. Millier)

EL/AL 312 Modern Poetry (PO) (Fall)

This course will examine the nature and achievement of the major modern poets of Britain and America during the modern period, beginning with the origins of poetic modernism in the work of Gerard Manley Hopkins, Emily Dickinson, and Walt Whitman. The central figures to be studied are William Butler Yeats, T.S. Eliot, Robert Frost, Wallace Stevens, and W.H. Auden. The course will conclude with a look at some after-echoes of modernism in the work of Elizabeth Bishop and others. Two papers, one exam, with occasional oral presentations in class (3 hrs. lect.) **LIT** (J. Parini)

Drama and Film Courses:

EL/FM 239 The Cinema of Alfred Hitchcock (Not offered 2002-03)

The cinematic artistry of Alfred Hitchcock in a dozen of his major films (mainly from the 1950s, including *North by Northwest, Psycho, Rear Window, The Trouble with Harry, Vertigo)* with attention to Hitchcock's style and technique, his obsessive images (such as dangling over the abyss), and his characteristic themes (the transfer of guilt, the double, etc.) and with a focus on the figure of the artist in Hitchcock's work. Issues such as the relationship of film to narrative fiction and to dramatic literature will also be explored. **ART USA NOR**

EL 260 Modern British Drama: 1890-1950 (DR) (Not offered 2002-03)

Analysis of the language, style, dramaturgy, and meaning of plays by Wilde, O'Casey, Synge, Barrie, T.S. Eliot, Coward, Rattigan, and G.B. Shaw, with emphasis on the development of form and ideas in the drama. Connections with British cinema will be made. (Formerly EL 229) **LIT EUR**

EL 261 Contemporary British Drama: 1950 to the Present (DR) (Not offered 2002-03)

Analysis of the language, style, dramaturgy, and meaning of plays by Rattigan, Beckett, Osborne, Pinter, Shaffer, Gray, Bolt, and Stoppard, with some attention paid to contemporary British cinema. (3 hrs. lect./1 hr. disc./3hrs. screen.) **LIT EUR**

EL/AL 262 American Drama 1930-1960 (DR) (Spring)
The 1930s, 1940s, and 1950s saw an unparalleled achievement in dramatic literature as the works of Eugene O'Neill, Lillian Hellman, Arthur Miller, Tennessee Williams, and William Inge were produced. This course will seek to analyze their plays both as dramatic art and in some cases as responses to social and political context. We will study film versions of the plays, as well as additional films that respond to themes in the plays, films such as *High Noon* and *On the Waterfront*. (Formerly EL/AL 231) 3 hrs. lect./disc. **LIT ART USA NOR** (J. Bertolini)

EL/LS 264 Modern Drama (DR) (Not offered 2002-03)
Beginning with Goethe, Kleist, and Gogol, as romanticism's precursors of modern drama, this course will examine the work of four major dramatists of the late nineteenth and early twentieth centuries—Ibsen, Strindberg, Shaw, and Pirandello—focusing on their relentless critique of societal morality, their explorations of the unconscious, and the tension between realism and surrealism in their plays. **LIT EUR**

Postcolonial Literature Courses:

EL/WG 270 Postcolonial Literatures (FI) (Fall)
The purpose of the course is to examine a cross-section of the literature that has been marked by the experience of European colonialism and its aftermath. In addition to discussing a range of writing from South Asia, Africa, the Caribbean, and Canada, including fiction by Dangarembga, Rushdie, Mistry, Mootoo, Coetzee, and Kincaid, we will explore the criticism and the theoretical debates that this postcolonial literature has spawned. Topics will include orientalism, colonial discourse analysis, critiques of colonialism, resistance theories, subaltern studies, nationalism, postcolonial gender studies, diaspora, and globalization. 3 hrs. lect/disc. (Formerly EL 241) **LIT OTH CMP** (Y. Siddiqi)

Cross-Listed with Environmental Studies

EL/ES 215 The Meanings of Nature (Spring)
See environmental studies listing for description. **LIT HIS USA NOR** (D. Mitchell)

300-Level Courses: Thematic and Single Author Courses

EL 301 Chaucer and the Fourteenth Century (PO) Pre-1800 (Not offered 2002-03)
This course will examine fourteenth-century England through Chaucer's art. It was a calamitous century that began with a coherent set of beliefs and ended with them vanishing on the horizon. In between it featured plague, wars, famine, schism, and regicide. But the fourteenth century featured, as well, the last and most shining moments of chivalry, and enduring artistic achievements. We will read Chaucer's major works *The Canterbury Tales, Troilus, The Book of the Duchess* and sample some contemporaries: the *Gawain* poet, Dante, Boccaccio, and the anonymous authors of fabliaux and romances. 3 hrs. lect. **LIT EUR**

EL 310 Postcolonial Studies and Politics (FI) (Not offered 2002-03)
The field of postcolonial studies addresses the relations of power in regions marked by the experience of colonialism and its aftermath. Although the field has been dominated by literary scholars, it has become increasingly interdisciplinary, engaging political and social theorists, historians, anthropologists, geographers and the like. Readings will include work by Said, Ahmad, Hardt and Negri, Chatterjee, Appadurai, Sassen, Escobar, Orin Stern, Jeff Rubin, Ferguson and Gupta, Dirlik, Ong, and Harvey, alongside selected novels and films. The class will explore the following topics: colonial discourse, critiques of colonialism, nationalism, social movements, postcolonial gender studies, development, neocolonialism, globalization, transnationalism and diaspora. (Formerly EL313) 3 hrs. lect./disc. **HIS LIT OTH CMP**

EL 311 Nature's Renaissance (Pre-1800) (Not offered 2002-03)
In this course, we will read a wide selection of the most important and popular works of sixteenth- and seventeenth-century poetry, prose, and drama in England which highlight both traditional and changing conceptions of "Nature" that pre-date the genre of nature-writing as it has evolved in the last two hundred years. Our survey will range from Edmund Spenser's *The Shepherd's Calendar* to Isaak Walton's *The Compleat Angler, or the Contemplative Man's Recreation*, including lyric, romance, proto-scientific and philosophical essays, comedy, satire, travel journals, and popular drama. Among other topics, we will give particular attention to such ideas as the "Book of Nature," curiosities, the microscopic and the macrocosmic, harvest festivals, country houses, land use and enclosure, hunting, hawking, angling, herding, inspiration, humoral psychology, sexuality and gender, art and artifice. 3 hrs. lect. **LIT EUR**

EL/AL 315 Visions of Nature (Spring)
We will explore the evolution of nature writing in English since Aldo Leopold. This tradition of narrative and reflective nonfiction, grounded in an awareness of natural science and alert to the environmental issues of our day, has proven inspirational for a wide audience. The authors studied will include: Edward Abbey, Wendell Berry, Gary Snyder, Annie Dillard, Barry Lopez, Scott Russell Sanders, and Terry Tempest Williams. Recommended for English and American literature majors and for environmental studies majors who have taken ES 215, The Meanings of Nature. 3 hrs. lect./disc. **LIT USA NOR** (J. Elder)

EL 330 Shakespeare (SH) (Not offered 2002-03)

This course is designed to sample the breadth of Shakespeare's dramatic art, from *Titus Andronicus* to *The Tempest*, with an eye to understanding both how the plays may have resonated for his first audiences on stage and how subsequent readers have drawn their own meanings from the published texts. We will therefore pay particular attention to such dramaturgical issues as the construction of character and of plot, the reworking of sources, spectacle, meta-theatricality, and versification, as well as consider what political and commercial implications these plays might have had during Shakespeare's life and what meaning they hold for us today. (Formerly EL 321) 3 hrs. lect./1 hr. disc./3 hrs. screen. **LIT EUR**

EL 331 Shakespeare's Comedies and Romances (SH) (Spring)

Close analysis and appreciation of the development of Shakespeare's comic vision of courtship, love, and marriage, from his earliest comedies, *The Comedy of Errors*, *Taming of the Shrew*, and *Midsummer Night's Dream*, through the mature comedies, *Much Ado About Nothing*, *As You Like It*, and *Twelfth Night*, to the final romances, *Pericles*, *The Winter's Tale*, and *The Tempest*. (Formerly EL 319) 3 hrs. lect. **LIT** (M. Wells)

EL 332 Shakespeare's Tragedies and Histories (SH) (Fall)

An intensive consideration of language, style, character, and structure, first in Shakespeare's epic history-play cycle, *Richard II*, *Henry IV*, and *Henry V*, and then in the major tragedies, *Hamlet*, *King Lear*, and *Coriolanus*. (Formerly EL 320) **LIT EUR** (J. Bertolini)

EL/LI 340 The Realistic Novel (FI) (Not offered 2002-03)

To what extent is it possible to mimic the real world in fiction? We use the term "realism" with astonishing frequency and confidence, but why should some novels be called "realistic" and others not, when all novels are collections of people who never lived and events which never happened? Is "realism" then a question of style, of subject matter, of point of view, of gender or national origin? Does the term "realism" have any stable, useful meaning at all? This course will both celebrate and trouble the notion of "realism" by closely examining novels by Austen, Calvino, Robbe-Grillet, Achebe, Norris, Flaubert, Woolf, Faulkner, Kafka, Camus, Garcia-Marquez, and Borges, among others. (Formerly EL 211) **LIT EUR**

EL/AL 353 The Poetry of Robert Frost PO (Not offered 2002-03)

We will take our cue from MacLeish's remark: "Frost has looked as long and deeply into the darkness of the world as a man well can. . .he met the Furies on their own dark ground." Reading all of Frost's poetry, and much of his prose, classes will focus on "major" poems. Secondary reading in biography, criticism, letters is expected. A part of our effort will be to evaluate Frost's achievements among his (more or less) contemporaries, i.e., Yeats, Eliot, Stevens, et. al. (Formerly EL 316)

EL 354 Darwin Among the Poets: Monkeys, Cats, and Black Holes (PO) (Spring)

Scientific determinism lies at the core of the Victorians' problem with themselves. This course will deal with the impact of Newtonian physics and the Darwinian hypothesis as evident primarily through a study of the novel, poetry, and prose writings from major figures from mid-nineteenth century to the present. In the novel, Hardy and Conrad; from poetry, Tennyson, Arnold, Hardy, and Frost; in prose, some attention to short excerpts from Lyell, Mill, Darwin, and Huxley, with access to commentary from such modern figures as Russell, Einstein, Pagels, Weinberg, Feynman, and Hawking. I will attempt to bring the implications of the nineteenth-century "New Science" up to date. We will conclude with a possible reconciliation through quantum mechanics of two great opposing laws: Darwinism and the second law of thermodynamics. (Formerly EL 314) 3 hrs. lect. **LIT** (R. Hill)

JUNIOR SEMINARS

EL/WG 351 Junior Seminar: The Brontës—A Critical History (Not offered 2002-03)

An exploration of the literary phenomenon of the Brontë sisters. In addition to reading major novels and poems by the Brontës, we will consider critical responses to their works from the Victorian period through the present day, using changes in critical evaluation of their writings to chart major trends in literary criticism. We will experiment with a variety of methodologies, including biographical, new critical, psychoanalytic, feminist, poststructuralist, and historicist approaches. Works to be read include Charlotte Brontë's *Jane Eyre*, *Villette*, and *Shirley*. Anne Brontë's *The Tenant of Wildfell Hall*; Emily Brontë's *Wuthering Heights*; selected poetry by Anne and Emily Brontë; Elizabeth Gaskell's *Life of Charlotte Brontë*. (*Approval required*. Please apply at department office.)

EL/ES 352 Junior Seminar: Wordsworth and Basho (PO) (Spring)

Wordsworth's poetry brought new imaginative power to "the religion of nature" in romantic England. Basho distilled and refined Japan's natural aesthetic. In addition to our close readings of these influential poets, we will explore their social, religious, and artistic contexts. Each had a strong affinity with one painter (Wordsworth with Constable, Basho with Sesshu) that particularly rewards attention. This seminar is intended for juniors and seniors either majoring in literature or majoring in environmental studies (ES) with a focus in the humanities. In the latter case, all three ES core courses should have been completed prior to enrollment. (*Approval required*. Please apply at department office.) (J. Elder)

400-LEVEL COURSES: SENIOR SEMINARS

The process or activity of the seminar is as important as the subject. In each seminar there will be close analytical discussions of the reading, and those discussions will form the basis for extensive writing requirements. The topics of seminars vary from year to year, and those that fill distribution requirements for the major in addition to field requirements are so indicated. Senior seminars meet the departmental requirement for critical or creative senior thesis work.

Registration for the seminar program is organized by a departmental committee before the normal registration period. Inquire at the department office for application procedures at least one week before registration. Students not majoring in English are welcome and encouraged to apply. Students abroad, or studying elsewhere during their junior year, should indicate their seminar preferences well in advance of each registration period and should have someone register for them.

EL 402 Seminar: The Modernist Moment (Spring)
This course will focus on those decades in the early part of this century, roughly from 1914-1930, when poets on both sides of the Atlantic were deeply affected by the international modernist movement, which also swept the worlds of painting and music. In addition to reading some critical work on modernism, students will be expected to look closely at the work of poets such as T.S. Eliot, W.B. Yeats, Robert Frost, Wallace Stevens, and W.H. Auden. Students will be expected to write a lengthy final paper and to offer regular classroom presentations. (*Approval required.* Please apply at department office.) (J. Parini)

EL 406 Seminar: Shaw and Rattigan (Spring)
These two playwrights dominate British drama in the first half of the twentieth century. We will examine closely what they have in common, namely a mastery of the art of writing plays. But we will also examine their opposed accounts of human experience, the former offering a comic view and the latter offering a tragic one. This seminar will compare these differing accounts in order to investigate where their apparently opposite views overlap and intertwine. (*Approval required.* Please apply at department office.) (J. Bertolini)

EL 408 Seminar: D.H. Lawrence (Not offered 2002-03)
We will explore the ways in which Lawrence's dynamic literary style dramatizes his vision of how the destructive forces of the will, linked with consciousness, industrialization, and the collective mass, are in mortal conflict with the redemptive and salvific forces of sexual passion, linked to the unconscious, nature and natural processes, and the absolute integrity and otherness of the individual. We will also consider how Lawrence's literary reputation has diminished in recent years in America (though much less so in England and elsewhere), and why he is now so infrequently taught in American colleges and universities. Works to be studied include the collected short stories, *Sons and Lovers, The Rainbow, Women in Love, St. Mawr, Lady Chatterley's Lover,* selected essays, and poems. (*Approval required.* Please apply at department office.) 3 hrs. lect.

EL 409 Seminar: James Joyce (Spring)
We will study Joyce's major works of fiction, with the exception of *Finnegans Wake.* These include: *Dubliners, A Portrait of the Artist as a Young Man,* and *Ulysses.* There will be some emphasis on background material to illustrate and clarify the rich array of specific details, settings, persons, and events which make up the turn-of-the-century world of Irish Catholic Dublin, the exclusive scene of all of Joyce's fiction. We will also consider various critical approaches to Joyce's monuments of modernism. (*Approval required.* Please apply at department office.) (D. Price)

EL 410 Seminar: Joseph Conrad and Graham Greene (Not offered 2002-03)
These two authors are unique in their ability to write "thrillers" that nevertheless inhabit the highest precincts of literary art. Indeed, in their insistence that only a tenuous political and moral solidarity can safeguard us from a cosmos bereft of God and a radically fallen human nature, Conrad and Greene can be said to have, respectively, created and perfected "noir" fiction. We will read the major novels of both authors, including *Lord Jim, The Secret Agent, Nostromo, The Power and the Glory, The Heart of the Matter,* and *The Comedians.* (*Approval required.* Please apply at department office) 3 hrs. lect.

EL/AL 411 Seminar: The Poetry of Robert Frost (Not offered 2002-03)
We will take our cue from MacLeish's remark: "Frost has looked as long and deeply into the darkness of the world as a man well can . . . he met the Furies on their own dark ground." Reading all of Frost's poetry, and much of his prose, classes will focus on "major" poems. Secondary reading in biography, criticism, letters is expected. (Prerequisite: at least one upper-level poetry course in either American or British literature or permission of the instructor.) (*Approval required.* Please apply at department office.) 3 hrs. lect.

EL 412 Seminar: The Novel's Narrators (Not offered 2002-03)
At the heart of great novels are great narrators—speakers whose unique (sometimes warped) point of view colors and shadows every action and idea they narrate. Some questions we will examine include: Is telling a story an act that distances the narrator from that tale, or fatally involves him or her? How do we manage to see through "unreliable" narrators when their version is the only one we hear? How do multiple narrators cohabit in one work? Can the narrator ever be the villain? Authors studied will include: Emily Brontë, Vonnegut, Robbe-Grillet, Ford, Nabokov, Graham Greene, Camus, Henry James. (*Approval required.* Please apply at department office.)

EL/WG 413 Seminar: The Heroine as Hero (Not offered 2002-03)
In this course, we will examine novels of the nineteenth and early twentieth century that feature heroines whose divergence from cultural norms of femininity, and centrality to the narratives themselves, challenged conventional conceptions of what it means to be a "heroine." By placing women at the center of their fictions, these authors insisted upon the importance of the issues that oc-

cupied women's lives in this period. At the same time, they showed how new developments in narrative form depended on enlarging the novel's sphere of representation. Novels to be read will include: C. Bronte, *Villette*; Eliot, *The Mill on the Floss*; Gaskell, *Mary Barton*; Woolf, *Mrs. Dalloway*; Rhys, *Wide Sargasso Sea*. The course will include some historical background and reading in feminist literary theory. (*Approval required.* Please apply at department office.)

EL 414 Seminar: Literature and Aesthetic Value (Not offered 2002-03)
In this course we will attempt to grapple with the weighty issue of literary value. How do we decide that a particular work of literature is good? How do certain works in the English literary tradition—like Shakespeare's plays, for example—become so thoroughly canonized as "great literature" that we accept their value unquestioningly? Why do certain works get left out of the canon? Are they simply bad books, or might there be social, historical, or political reasons for excluding certain works from the lineage of great literature? Readings will include various canonical texts (Wordsworth, Austen, Dickens) alongside other "questionable" texts, plus essays on aesthetics, canon-formation, and literary value. (*Approval required.* Please apply at department office) 3 hrs. lect.

EL 415 Seminar: Poetic Extremes: Metamorphoses of Mind and Body (Not offered 2002-03)
This course considers ways in which literary texts investigate and represent extreme states of mind or body—madness, melancholy, love, "inspiration," illness, and death. Other concerns include the use of metamorphosis to express extreme mental states, renaissance medical theories of mind, and questions of gender. The latter part of the course will trace out the fate of some of these ideas in modern texts, focusing on three writers: Virginia Woolf (*Orlando*), Franz Kafka (*The Penal Colony*, *The Metamorphosis*), and Jeanette Winterson (*Written on the Body*). (*Approval required.* Please apply at department office) 3 hrs. lect.

EL 417 Seminar: Voyage to Nowhere: Utopia and Dystopia (Fall)
Since the early sixteenth century, when Thomas More coined the term "utopia" (meaning both "no place" and "good place"), writers of utopian literature have created pseudo travel-narratives describing alternative worlds. In the twentieth century, a new version of utopia, the dystopia—a bad place or evil world—has also developed. Early utopias reflect the powerful influence of the New World on the European imagination; modern and post-modern utopias and dystopias reflect anxieties about the growing role of science in daily life. We will read a selection of utopian writings in English from the sixteenth century to the present, examining how utopian fiction is shaped by changing social and cultural anxieties. Authors may include: More, Shakespeare, Johnson, Butler, Wells, Huxley, Orwell, and Atwood; films will include: *Blade Runner, Forbidden Planet,* and . (*Approval required.* Please apply at department office). sem. w/ screenings (D. Brayton)

EL 418 Seminar: The Pastoral Tradition (Fall)
The image of a green world, in which humans live in harmony with nature and devote themselves to love and poetry, has long been both cherished and satirized. We will ground our investigation of this ideal in the Twenty-Third Psalm of David and the First Eclogue of Virgil, then turn to poems by Sidney, Spenser, Marlowe, and Raleigh. After reading Shakespeare's *As You Like It* and Gray's "Elegy Written in a Country Churchyard," we will spend several weeks on the works of Wordsworth. During the seminar's second half, we will read Eliot's *Silas Marner,* Hardy's *Far From the Madding Crowd,* Grahame's *The Wind in the Willows,* Milne's *Winnie the Pooh,* Woolf's *To the Lighthouse,* and the poetry of Seamus Heaney and Mary Oliver. Participants will present oral reports on such related topics as the art of Blake and Constable, the music of Beethoven and Britten, and the transformation of England from a rural to an industrial society. (*Approval required.* Please apply at department office). sem. (J. Elder)

EL/IS 449 Imperialism and Culture (Spring)
See Program in International Studies listings for description. *(Approval Required)* (E. Knox, Y. Siddiqi)

EL/LS 705 Seminar: Senior Colloquium in Literary Studies (Fall)
See Program in Literary Studies listings for description. *(Approval required)* (S. Donadio)

CREATIVE WRITING

All writing courses are workshops; therefore, places are limited, and, except for EL 170 and EL 175, admission is by waiver. English and American literature majors are generally given priority, then concentrators. Please come to the English department office at least one week prior to registration.

Level One

The first level of Middlebury's creative writing curriculum is designed to give students practical knowledge of the basics of craft. Because the faculty is convinced that it is best for students at the entry level to work in more than one genre, we recommend EL 170 as the entry course to the writing sequence, although EL/TH 218 or EL/TH 240 may be substituted. See course descriptions for details.

EL 170 Introduction to Creative Writing (Fall, Spring)
An introduction to the writing of poetry, short fiction, and nonfiction through analysis of writings by modern and contemporary poets and prose writers and regular discussion of student writing. Different instructors may choose to emphasize one literary form or another in a given semester. Workshops will focus on composition and revision, with particular attention to the basics of form and craft. This course is a prerequisite to EL 380, EL 385, EL 370, and EL 375. 3 hrs. lect. **ART** (fall: staff; spring: staff)

EL 175 The Structure of Poetry (Fall)
An introduction to the reading and writing of poetry

emphasizing its structural and musical aspects. Exemplary American and English poems will be examined carefully to appreciate, as Frost says, "the easy way the obstacle of verse is turned to advantage." Among the poets we shall read are Seamus Heaney and Charles Simic. Students will write their own poems and give oral reports on contemporary poets. 3 hrs. lect. **ART** (Mr. Parini)

EL/TH 218 Playwriting I (CW 15) (Fall)
See Department of Theatre and Dance listings for description.

EL/FM 240 Screenwriting Workshop I (CW 12) (Fall, Spring)
See Department of Film and Media Culture listings for description. **ART**

Level Two

The second level of courses in the writing sequence consists of single-genre workshops designed to give students further experience working in particular genres in depth. Admission is by waiver. Students must have taken the appropriate Level One prerequisite course. A student wishing to take a Level Two workshop without the appropriate prerequisite may do so by waiver of the instructor; the student must submit a portfolio of appropriate work to the department at least a week in advance of registration. Level Two courses (except EL 385) may be elected more than once, provided the student has a grade of B+ or better in the first Level Two course.

EL/FM 341 Screenwriting Workshop II (Spring)
See Department of Film and Media Culture listings for description. (D. Mitchell)

EL 380 Workshop: Nonfiction (Spring)
Study and practice in techniques of nonfiction writing through workshops and readings in the contemporary essay. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (EL 163 or EL 107 and *approval required;* please apply at department office.) 3 hrs. lect. (D. Bain)

EL 385 Workshop for Nature Writers (Not offered 2002-03)
Our focus in this workshop will be on producing essays that combine close observation of the natural world with personal narrative and reflection. Journal-keeping, the study of natural history, exercises in writing and drawing out of doors, and reading of such contemporary nature writers as Annie Dillard and Barry Lopez will help to inform both our discussions and the portfolios of finished work which members of the class produce. (*Approval required.* Please apply at department office.) 3 hrs. lect. **ART**

EL 370 Workshop: Fiction (Fall, Winter, Spring)
Study and practice in techniques of fiction writing through workshops and readings in short fiction and novels. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (EL 170) (*Approval required.* Please apply at the department office, Munroe 111.) 3 hrs. lect. **ART** (Mr. Cohen, Mr. Mitchell)

EL 375 Workshop: Poetry (Winter)
This course will involve the reading and writing of contemporary poetry. It is designed for students who already possess some familiarity with poetry and its traditions and who want to concentrate especially on contemporary work as an adjunct to their own development as poets. Students will read a good deal of poetry, including such writers as Elizabeth Bishop, Seamus Heaney, and Charles Simic. Assignments will include the keeping of a daily notebook, writing poems on a regular basis, and giving oral reports. Close attention will be paid to poetic form and the conventions of poetry. A final portfolio will include revisions of poems and critical writing. (*Approval required.* Please apply at department office.) 3 hrs. lect. **ART** (J. Parini)

Level Three

The third level of courses in the writing sequence consists of writing tutorials for students who have completed one Level One and two Level Two workshops. Students planning to do a senior essay or thesis in creative writing in the English or American literature major must have taken two Level Two workshops with a minimum average of B+ for the two workshops. No more than one 300-level workshop may be taken in winter term.

SPECIAL PROJECTS

The department will consider applications from qualified students who wish to undertake advanced tutorials in literature, dramatic literature, and writing. A student proposing a tutorial should, after discussion with a possible project director and with his/her adviser, submit a brief written proposal to the department office two weeks prior to registration. Creative writing projects (EL 560) may be undertaken after completion of the introductory and two Level Two workshops in writing.

EL 500, EL 520, EL 560 Special Projects (Fall, Winter, Spring)

THESES AND ESSAYS

Students who are interested in writing a critical or creative thesis (two terms) or essay (one term), and who have completed the prerequisite courses (either a junior or senior seminar, or, in the case of a creative project, two 300-level writing workshops) should elect either EL 700, EL 701, EL 710, or EL 711. Proposals should be discussed with a department faculty member who might serve eventually as an adviser or reader for the project, and brief descriptions should be submitted to the department office a week before registration. Sections may include seminars, workshops, and tutorials; the staff member identified with each will serve as general adviser and as coordinator for students and individual project advisers. Students should register each term for the appropriate section described below. Students who are undecided as to whether to undertake a thesis or essay should register for an essay (EL 700 or EL 701), which can be converted to a thesis if work proceeds well during the first term.

EL 700 Senior Essay: Critical Writing (Fall, Spring)
Discussions, workshops, tutorials for those undertaking one-term projects in literary criticism or analysis. (E. Napier, staff)

EL 701 Senior Essay: Creative Writing (Fall, Winter, Spring)
Discussions, workshops, tutorials for those undertaking one-term projects in the writing of fiction, poetry, or nonfiction. (staff)

EL 710 Senior Thesis: Critical Writing (Fall, Winter, Spring)
Discussions, workshops, tutorials for those undertaking two-term projects in literary criticism or analysis. (E. Napier, staff)

EL 711 Senior Thesis: Creative Writing (Fall, Winter, Spring)
Discussions, workshops, tutorials for those undertaking two-term projects in the writing of fiction, poetry, or nonfiction. (staff)

EL 720 Senior Comprehensive Program (Winter)
Reading and discussion of selected texts in seminars, panels, symposia, and tutorials with evaluation through papers, oral presentations, and a written examination. Required of all English majors. (staff)

PROGRAM IN ENVIRONMENTAL STUDIES

Professors: Glenn Andres (history of art and architecture), Richard Arthur (philosophy), Thomas Beyer (Russian), Robert Churchill (geography), Raymond Coish (geology), John Elder* (English and environmental studies), Kirsten Hoving (history of art and architecture), James Larrabee (chemistry and biochemistry), Christopher McGrory Klyza* (political science and environmental studies) (program director), John McWilliams (American literature and civilization), David Napier (sociology/anthropology), Andrea Olsen* (theatre, dance, and film/video), Bob Osborne (psychology), Bruce Peterson (mathematics and computer science), Bob Prigo (physics and teacher education), David Rosenberg (political science), Sallie Sheldon (biology), Stephen Trombulak* (biology and environmental studies), James West (humanities), Christopher K. Wilson (humanities), Richard Wolfson (physics); *Associate Professors:* Alison Byerly (English), Patricia Manley (geology); *Assistant Professors:* Daniel Bedford (geography), Rebecca Gould (religion), Heidi Grasswick (philosophy), Jonathon Isham* (economics), Thomas Kelly (economics), Judith Layzer (political science), Andrea Lloyd* (biology), Kathryn Morse (history), Peter Ryan* (geology), Kathy Skubikowski (English), David Stoll (sociology/anthropology), David West (geology), Helen Young (biology); *Visiting Assistant Professors:* Lori Del Negro (chemistry and biochemistry), Michael Sheridan (sociology/anthropology); *Instructor:* David Eaton (sociology/anthropology), Jacob Tropp (history); *Lecturers:* Nan Jenks-Jay* (environmental studies), Don Mitchell (English); *Visiting Lecturer:* David Bain (English); *Associates in Science Instruction:* Vickie Backus (biology); *Assistant in Instruction:* John Mauro* (environmental studies); *Environmental Teaching Associate:* Diane Munroe; *Visiting Scholar in Environmental Studies:* William McKibben
Steering Committee

The field of environmental studies (ES) explores the relationship between humans and their environment. Students pursuing the ES major work in a variety of disciplines, including anthropology, biology, chemistry, the arts, economics, geography, geology, history, literature, philosophy, physics, political science, psychology, and religion. The Program in Environmental Studies is designed to provide students an interdisciplinary, liberal arts experience that focuses on diverse facets of environmental issues, as well as to provide in-depth training in one or more specific disciplines. After graduation students may continue on to graduate school in a number of fields, such as environmental studies, environmental law and policy, the physical sciences, resource economics, and writing.

The environmental studies major is an unusually extensive one, fully equivalent to most joint majors. Students who have not made a significant start on the requirements by the end of the sophomore year should not plan on majoring in environmental studies. It is strongly recommended that interested students consult with the director or another member of the Steering Committee before declaring a major in ES.

Required for the Major in Environmental Studies: The ES major is composed of course work in four areas: (1) a set of core courses to be completed by the end of the junior year, (2) an in-depth focus, (3) cognate courses that supplement the breadth gained in the core courses, and (4) the senior-level seminar.

Except for transfer students, the core courses must be taken at Middlebury College. A maximum of two courses taken off campus may be credited toward completion of the major. The student's adviser must approve all such off-campus courses.

Joint Majors: Students may pursue a joint major with environmental studies and other majors. The other major usually overlaps the student's focus. Those who focus in environmental chemistry, environmental geology, or geography automatically qualify as joint majors. Students in other foci should consult with the director about joint majors. Due to the interdisciplinary nature of the environmental studies major, there is no reduction in course requirements for the environmental studies component of a joint major.

Minor in Environmental Studies: The minor in environmental studies consists of five courses from across the humanities, natural sciences, and social sciences: ES 112; ES or PS/ES 211; EL/AL 215 or ES 215; one course from among EC 265, EL/AL 315, EL/ES 352, ES/IS 249, ES/IS 275, GG 206, HI 222, PA 356, PS 214, RE 295, RE 395, SA 211, or TH 277; one course from among BI 190, CH/GL 283, ES/PH 240, ES 360, GG 150, GG 254, or GL 112.

Program Honors: Seniors may pursue an independent honors project by taking one or more semesters of ES 500 followed by one semester of ES 700. With prior approval from the director, a multi-credit 700 project or its equivalent in another department may also qualify an ES joint major for program honors in environmental studies. Joint majors may also need to satisfy additional requirements for honors based on the criteria set by the non-ES discipline of their joint major. Students who are joint majors should discuss their honors requirements with their advisers. After public presentation by students of their independent projects, program honors will be awarded to students whose projects are of superior quality (B+ or higher) and whose average in courses taken toward the major is also B+ or higher.

Advanced Placement: Students receiving a score of 4 or 5 on the Advanced Placement Examination in environmental science will receive credit for ES 112.

International Environmental Studies: For students interested in concentrating in international environmental studies, we recommend the following approach: (1) select the existing focus that most closely meets your academic goals (for example, environmental economics to work on environment and development or conservation biology to work on global biodiversity issues); (2) undertake language training, if relevant, for the areas of the world in which you plan to study; (3) study abroad for a year or semester to gain a deeper understanding of the issues and areas that most interest you; and (4) weave some of the following courses, which explicitly deal with international and comparative environmental issues, into your academic career: EC 429; EL/ES 352; ES/IS 249; ES/IS 275; ES/PH 240; FR 315; GG 206; GG 210; HI 419; PS 214; RE 395; SA 211; SA 333.

I. Core Courses: Each of the following courses is required. Together they provide an introduction to the perspectives on environmental issues of the humanities, natural sciences, and social sciences, as well as basic approaches critical to understanding human interactions with the environment. All of these core courses must be completed by the end of the junior year.

ES	112	Natural Science and the Environment
BI	190	Ecology
PS/ES	211	Conservation and Environmental Policy
ES	215	Nature's Meanings
GG	320	Geographic Information Systems

Note: Only those students who have completed all five of the core courses are eligible to enroll in ES 401 or to sign up for ES 700.

II. Foci: Students must complete all of the requirements for one of the following foci. Courses taken within the focus that are not specified must be approved by the student's adviser. Some foci qualify the student for joint major status. Note that each focus falls in one of three broad groupings.

Environmental Science

Conservation Biology: BI 195; BI 492; two research methods courses, chosen from BI 302, BI 304, BI 323, and ES 360; one organismal course, chosen from BI 201, BI 202, BI 203, and BI 310; two additional courses chosen from among BI 390, BI 395, and BI 490, plus any of the courses listed as research methods or organismal courses if they were not used to satisfy those requirements. Note: Winter term courses and off-campus courses cannot be used to satisfy the research methods or organismal course requirements without specific approval by your adviser.

Environmental Chemistry: CH 103; CH 104 or CH 107; CH 241; CH 242; CH/GL 283; a 300- or 400-level CH course (excluding CH 400); and at least a one semester independent study project in CH or ES focusing on chemistry and the environment. Students may place out of CH 103, but must take an additional 300- or 400-level CH course (excluding CH 400). See the description of the chemistry major for more information on placement. (This focus qualifies students for joint major status.)

Environmental Geology: Five courses from geology at the 100-300 levels, two of which must come from among GL 112, GL 161, or GL 170; GL 201, GL 205, GL 251, GL 255, GL 257, GL 283, GL 333, GL 342, GL 352 (at least four of which must be at the 200-300 level); one course at the 400 level; two units of GL 700. Graduate schools require additional courses in the cognate sciences of biology, chemistry, computer science, math, and physics. Students should consult with their advisers regarding additional cognates. (This focus qualifies students for joint major status.)

Environmental Policy and Analysis

Environmental Economics: MA 111 or MA 112; EC 155; EC 210; EC 255; EC 265; EC 465; one course from among EC 325, EC 425, EC 428, EC 429, and EC 444.

Environmental Policy: EC 155; EC 265; EC 210 or MA 106 or PY 201; PS 421; two courses from among GG 206, PS 205, PS 206, PS 208, PS 212, PS 214, PS 305, PS 306, PS 310, PS 312, or PS 320.

Geography: GG 100, GG 310, GG 340; three courses at the 200-level; a 400-level seminar; the senior oral examination in geography. (This focus qualifies students for joint major status.)

Human Ecology: SA 103; SA 105; SA 211; SA 301 or SA 302; SA 305 or SA 306; two courses from among SA 159, SA 307, SA 310, SA 321, SA 333, SA 355, SA 360, SA 382, SA 387; a 400-level SA seminar with a research paper related to human ecology or at least one semester of independent study related to the focus.

Environmental Perspectives

Creative Arts: AD 116 or AR 159; TH 276 or TH 277; two courses from among HA 211, HA 220, HA/AC 245, HA 250, MU 295, or HA 324; three studio courses in one discipline, two of which must be above the 200 level (selected in consultation with the student's arts adviser; currently limited to the fields of dance and studio art); a senior independent project in the discipline of the selected studio courses.

Environmental History: HI 222; two history lecture courses in chosen area of study at 200-300 level (U.S., Europe, Russia, Latin America, Asia, Africa/Middle East); for those studying U.S. history, one of these courses must be at the 300 level; one history readings course in chosen area; one history writing and research seminar or HI 500 in chosen area; one course from among HA 250, HA 218, HA/AC 245, PA 356, RE 120, RE 130, RE 150, RE 160, RE 220, RE 221, RE 225, RE 281, RE 295, RE 320, RE 327, RE 371, RE 395, or one literature course at 200-300 level in chosen area of study; one course from among ES/IS 249, GG 206, PS 214, PS 421, SA 211, SA 321.

Environmental Nonfiction: EL 170; EL 203 or LI 101 or AL 103; AL 202; EL/AL 315; two semesters of Level Two writing workshops, with either EL 380 or EL 385 repeatable by permission of the instructor; one term of EL 701 or two terms of EL 711.

Literature: EL 203 or LI 101 or AL 103; EL 204; AL 202; two courses from among AL 203, AL 204, AL 306, AL 340, AL 355, EL 240, EL 250, EL 311, EL 330, EL 331, EL 332, and FR 315; EL/AL 315; EL/ES 352.

Religion, Philosophy, and the Environment: RE 295; RE 395 or PA 356; at least one introductory level course from among RE 110, RE 120, RE 190, PA 150, or any additional 100- or 200-level RE or PA course with approval of the adviser; an additional four courses from among PA 205, PA 206, GG 206, PS 421, and any 300- 400-level course in philosophy or religion with approval of the adviser; at least one semester of independent study related to the focus (ES 500).

III. Cognate Courses: Two of the following courses are required, with the restrictions that (1) students focusing in an environmental science (biology, chemistry, or geology) must take both of their cognates outside of the natural sciences; (2) students focusing in an area other than environmental science must take both cognates as science courses with laboratory (these courses are in addition to ES 112 and BI 190); and (3) courses in a student's focus or focus department cannot count as cognates.

Not all of these courses are offered each year; check with the relevant department to determine course offerings. Laboratory courses are followed by (L).

AL	202	American Literature: 1830-1865
AL/EL	315	Visions of Nature
BI	302	Vertebrate Natural History (L)
BI	304	Aquatic Ecology (L)
BI	323	Plant Ecology (L)
BI	390	Advanced Ecology
BI	490	Plant Ecology Seminar
BI	492	Conservation Biology Seminar
CH	103	Fundamentals of Chemistry I (L)
CH	104	Fundamentals of Chemistry II (L)
CH/GL	283	Environmental Geochemistry (L)
EC	265	Environmental Economics
EC	429	Environment, Trade, and Foreign Aid in Latin America
EC	465	Special Topics in Environmental Economics
EL	311	Nature's Renaissance
EL/ES	352	Wordsworth and Basho
EL	385	Workshop for Nature Writers
ES/IS	249	Russian Environmental History
ES/IS	275	Environment and Development
ES/PH	240	Global Climate Change
ES	360	Environmental Science Practicum (L)
FR	315	Beyond Versailles: Encounters with Nature in French Literature
GG	150	Physical Earth Processes (L)
GG	206	Human Impact on the Global Environment
GG	210	Geographic Perspectives on International Development *or*
GG	211	Economic Geography
GG	221	Rural Geography
GG	250	Arctic and Alpine Environments
GG	254	Weather and Climate (L)
GG	256	Water Resources Geography (L)
GL	112	Environmental Geology (L) *or*
GL	170	Dynamic Earth (L)
GL	161	Elements of Oceanography (L)
GL	201	Bedrock Geology of Vermont (L)
GL	251	Geomorphic Processes (L)
GL	255	Surface and Ground Water (L)
GL/GG	257	Soils, Geology, and the Environment (L)
GL	352	Quaternary Geology (L)
HA/AC	245	The American Landscape: 1825-1865
HA	250	The History of Landscape Photography
HI	222	Introduction to Environmental History
HI	406	Readings in American History: American Environmental History
HI	419	Readings in African History: Environmental History of Africa
MU	295	Music and the Natural Environment
PA	356	Philosophy and the Environment
PH	109	Newtonian Physics (L)
PH	110	Electricity and Magnetism (L)
PS	214	International Environmental Politics
PS	421	Perspectives on the Environmental Movement
PY	401	Environmental Problems and Human Behavior
RE	295	Faith, Freedom, and Ecology
RE	395	Religion, Ethics, and the Environment
SA	211	Human Ecology
SA	321	Native Peoples of the Americas
SA	333	Africa: Environment and Society
TH	277	Body and Earth

In addition, students may take (1) any winter term course listed as an environmental studies course; (2) the

Center for Northern Studies Semester in Wolcott, Vermont (counts as two cognates); or (3) winter ecology (NE 350) at the Center for Northern Studies, which counts as a laboratory science course. Other off-campus programs may count as one or more cognates with prior approval of the student's adviser.

IV. Senior Experience: All seniors are required to take ES 401, a course devoted to a particular regional case study and requiring significant interdisciplinary work.

Independent Work: Some foci require independent work in the related department during the senior year. Students with other foci may also elect to do independent work, which may be carried out as a one or more semester project (ES 500 Independent Study). Students must carry out this work under the supervision of a faculty member whose expertise is in the area that best characterizes the project. Students planning to conduct independent work are strongly encouraged to speak with their adviser and the director well in advance of enrolling in ES 500.

Honors Program: Seniors may enroll in ES 700 in order to pursue an independent honors project. See full discussion above.

ES 112 Natural Science and the Environment (Fall, Spring)
We will explore in detail a series of current environmental issues in order to learn how knowledge of principles of biology, chemistry, geology, and physics helps us to identify and understand environmental problems and to shape policies for effective solutions. Topics covered will emphasize transnational environmental issues, including global warming, ozone, species extinction, human population growth, and world food production. 3 hrs. lect., 3 hrs. lab/disc. **SCI** (fall: S. Trombulak; spring: P. Ryan)

BI 190 Ecology (Fall, Spring)
See Department of Biology listings for description. (fall: A. Lloyd; spring: S. Sheldon)

ES/PS 211 Conservation and Environmental Policy (Fall)
See Political Science Department for description. **SOC USA NOR** (C. Klyza)

ES 211 Conservation and Environmental Policy (CW 15) (Spring)
The course will cover the formation and implementation of conservation and environmental policy at local, state, national, and international levels. The course will explore how stakeholders and institutions critically affect the policy process, focusing on historic policy challenges in the United States and current policy challenges in Vermont. The course will be built around field-based service-learning projects that illustrate the policy process in action. In designing and implementing these projects, students will frame research questions that build on their own experiences in the field as well as the environmental policy literature. For example, are collaborative solutions to non-point-source problems sustainable without the credible threat of legal action? Has excessive liability under Superfund legislation prevented the remediation of hazardous wastes? The service impact of these projects will be to assist a set of stakeholders to improve the management and stewardship of selected ecosystems and natural resources. 3 hrs. lect./disc. **SOC USA NOR** (J. Isham)

ES 215 Nature's Meanings: The American Experience (Fall, Spring)
What we think of as "nature" today is the result of a complex and fascinating history. The many meanings of nature emerge from Americans' experiences of the physical world and their understandings of, and contests over, their place in that world. This course will investigate how American meanings of nature have changed from European-Native contact to the present. How have changing meanings reshaped American culture and the natural environment? These questions will be addressed from historical, literary, religious, and philosophical perspectives. Readings may include: Emerson, Thoreau, Marsh, Muir, Leopold, and Carson, as well as other Euro-American and Native American writers. **LIT HIS USA NOR** (fall: K. Morse; spring: D. Mitchell)

GG 320 Geographic Information Systems (Fall, Spring)
See Department of Geography listings for description. **DED SOC** (B. Churchill)

ES/PH 240 Global Climate Change (Fall)
In 1995 the U.N.-sponsored Intergovernmental Panel on Climate Change cautiously suggested "a discernable human influence on climate." By its 2001 report, the IPCC boldly declared that "most of the warming observed over the last 50 years is attributable to human activities." Why do human activities affect climate? What climatic changes can we expect, and what will be their impacts? The answers to these questions lie, fundamentally, in the basic physical processes that govern the flows of energy to and from Earth and its atmosphere, the changing composition of the atmosphere, and the cycling of material substances among Earth, atmosphere, and oceans. This course explores these processes and their implications for human-induced climate change, giving students a solid grounding in the latest understandings of climate science. Students will work with real climatic data and will develop simple climate models capable of exploring future climate scenarios. (MA112 or waiver for high-school calculus)
3 hrs. lect. and workshop **SCI DED** (R. Wolfson)

ES/IS 249 Russian Environmental History (Not offered 2002-03)
See Russian and East European Studies section of the International Studies Program listings for description.

ES/IS 275 Environment and Development (Not offered 2002-03)
This course will examine the relationship between economic development and the environment in developing

countries. The course will use rigorous economic and environmental analysis, as well as insights from political science and anthropology, to examine a number of the key environmental issues which confront policymakers in the regions. Topics to be covered include: sustainability, biodiversity loss, trade and the environment, population and the environment, poverty and the environment, and deforestation. (EC 155) 3 hrs. lect./disc. **SOC**

ES 360 Environmental Science Practicum (Not offered 2002-03)
The focus of this course is on a group research project designed to answer a specific question in the environmental sciences that involves integration of information and techniques across the disciplines of biology, chemistry, geology, and physics. The specific project will change from year to year, but may include investigation of questions related to water quality, soil chemistry, and forest ecology. The goals will be to gain experience with the skills necessary to conduct research in the environmental sciences, acquire a practical understanding of the interdisciplinary nature of environmental science, and develop an appreciation for the power of scientific methodology to answer questions about the environmental effects of human activities. (ES 112, plus at least one introductory lab course in either biology, chemistry, geology, or physics) 3 hrs. disc., 3 hrs lab.

ES 401 Environmental Studies Senior Seminar (Fall, Spring)
A single environmental topic will be explored through reading, discussion, and individual research. Topics will vary from semester to semester, but will focus on issues with relevance to the local region and with interdisciplinary dimensions, such as temperate forests, lake ecosystems, or public lands policy. The class involves extensive reading, student-led discussions, and a collaborative research project. (Senior standing; ES 112, BI 190, PS/ES 211, EL/AL 215, and GG 320) 3 hrs. disc. (fall: N. Jenks-Jay; spring: C. Klyza)

ES 500 Independent Study (Fall, Winter, Spring)
A one- or two-unit research project on a topic that relates to the relationship between humans and the environment. The project, carried out under the supervision of a faculty member with related expertise, must involve a significant amount of independent research and analysis. (*Approval only*) (staff)

ES 700 Senior Honors Work (Fall, Winter, Spring)
The final semester of a multi-semester research project on a topic pertinent to the relationship between humans and the environment. (Previous semesters of work would have been conducted as ES 500 Independent Study projects.) The project, carried out under the supervision of a faculty member, will result in a substantial piece of writing, and will be presented to other ES faculty and students in a public forum. (Senior standing; ES 112, BI 190, PS/ES 211, EL/AL 215, GG 320, and ES 500; *Approval only*) (staff)

FILM AND MEDIA CULTURE

Professors: Leger Grindon (director), Ted Perry; *Assistant Professors*: Christian Keathley, Jason Mittell; *Visiting Assistant Professor*: Deborah Ellis; *Lecturer:* Don Mitchell

The Program in Film and Media Culture is dedicated to the study of film and visual media as a vital aspect of a liberal arts education. Our students will study film and visual media as products with intrinsic significance as well as in relation to the cultures that produced them. Our goals are to provide students with a broad historical and international background in film and visual media; to help students develop a familiarity with the formal properties of film and visual media; to help students develop critical and analytical tools for the study of film and visual media; to encourage students to ask meaningful questions of the film and visual media by seeing them as manifestations of culture in a historical context; and to provide the opportunity for students to produce media works similar to those under study.

For up-to-date information on courses, application forms for independent projects, guidelines, faculty office hours and other information, consult the program's Web site at http://www.middlebury.edu/~filmvid.

Required for the Major in Film and Media Culture:

Six core courses: FM 131 Film History 2 1945-present, FM 231 Film History 1 1895-1945, FM 236 TV and American Culture, FM 246 Media Technology and Cultural Change, SA 270 Cultural Studies, FM 431 Senior Seminar in Film and Media Culture.

Six electives from clusters listed below: Students must take at least one from each cluster.

Media and Arts Criticism: FM/AC 134 American Film Genres, HA 218 History of Photography, FM 233 Masterworks of American Cinema, FM 238 Film Noir, FM/EL 239 Cinema of Alfred Hitchcock, FM 242 Film Comedy, HA 310 On Photography: Aesthetics and Criticism of the Camera Image, FM/AC 330 Hollywood in the 1930s, FM/HA 339 Media Arts: Histories and Practices, FM/HA 340 Film and Modernism, FM 342 Authorship and Cinema

Media and Society: PY 202 Research Methods in Psychology, AC 211 Formation of Modern American Culture II: 1920-2000, FM/AC 230 The Woman's Film, FM 232 Documentary: Art of Nonfiction Film, SA 347 Social Problems, SA 301 The Research Process: Survey Research, SA 302 The Research Process: Ethnography & Qualitative Methods

Media and Arts Production: FM 135 Sight & Sound I, FM/EL 240 Screenwriting Workshop I, FM/EL 243 Introduction to Digital Imaging, AR 327 Photography

International Media: FM 244 International Cinema, FM/JA 237 Japanese Cinema, FM 241 French Cinema, FM/CS 250 Contemporary Chinese Cinema, FM/GN 314 German Cinema, FM 345 French New Wave, FM/IS 437 Internationalizing Culture: Beyond the Borders in Modern Art and Film

Independent Project/Honors Thesis: In order to be eligible to do an independent project or an honors thesis project the following courses would be required: for a video project - FM 135, FM 235, FM/EL 240; for a screenplay project - FM 135, FM/EL 240, FM/EL 341; for a research essay—demonstrated knowledge in the topic of the essay, and, for those doing empirical research, one research methods course: SA 301, or SA 302 or PY 250.

Declaring the major: Before declaring a film and media culture major, the student must have earned a B or better in one of the core courses.

Minor: Six core courses listed above.

Joint Major: The plan for joint majors is negotiated between the student and the two departments in which the joint program of study is pursued. An independent project (FM 507) must combine aspects of both majors and in most cases will require approval, supervision and evaluation from both departments or programs. The film and media culture part of the joint major requires the six core courses listed above, other courses appropriate to the independent project, and the FM 507 independent project.

Honors: During the first term of their senior year, and during the first week of classes, students may apply to undertake a senior project (FM 707) for honors, with the project to be completed the last term of the senior year. To undertake such a project the student must have a A-average on courses in the major, have taken the courses necessary to do the FM 707, and also present an acceptable proposal to the faculty in film and media culture. Honors will be awarded by the faculty of film and media culture based on merit.

FM 507 Advanced Independent work in Film/Video (Fall, Winter, Spring)

Guidelines for submitting proposals are available in the film/video office, and on the film/video Web site http://www.middlebury.edu/~filmvid/ along with a list of prerequisites. (staff)

FM 707 Senior Independent Work in Film/Video (Fall, Winter, Spring)

During the first term of their senior year, and during the first week of classes, students with a GPA of A- in film/video courses may apply to undertake a senior project (FM 707) for honors, with the project to be completed the last term of the senior year. (staff)

FILM/VIDEO COURSES

FM 130 Film Form and Film Sense (Not offered 2002-03)

The purpose of this course is to improve our ability to look at, write about, talk about, and think about moving images, particularly film. The questions to be studied include: How does the film communicate meaning? What are the distinctive qualities of the medium? What is the nature of film authorship? The course will strive to establish a working vocabulary for the examination of the cinema and provide a background in the various approaches to the study of film. A range of classical and popular films will be screened. 2 hrs. lect/3 hrs. screen./1 hr. disc. **ART**

FM 131 Film History: 1945 to Present (Spring)

This course will survey the development of the cinema from the end of World War II to the present. Our study will emphasize film as an evolving art while bearing in mind the influence of technology, economic institutions, and the political and social contexts in which the films were produced and received. Screenings will include celebrated works from Hollywood, international cinema, documentary, and the avant garde. The class will also offer an introduction to key aspects of film form, including narrative, mise en scene, editing, and sound. 2 hrs. lect/3 hrs. screen./1 hr.disc. **ART** (staff)

FM/AC 134 American Film Genres (Fall)

The course will study the form and development of Hollywood film genres such as the Western, the gangster film, the musical, and the romantic comedy, in order to determine what we can learn from these texts about ourselves and our culture. The conventions, archetypes, and common plots of various genres will be outlined and their meaning analyzed. The historical transformation of genres will be highlighted. Screenings, readings, and written reports. 2 hrs. lect./3 hrs. screen./1 hr. disc. **ART USA NOR** (L. Grindon)

FM 135 Sight and Sound I (Spring)

The purpose of the course is to gain a theoretical and practical understanding of how moving images and sounds (film, video, television) communicate. Participants study texts on the theory of moving images, examine examples of this process, and then, using digital cameras and nonlinear editing equipment, actually produce and edit a number of short projects which require that they learn the rudimentary techniques for organizing images and sounds in ways that convey information and express feelings. (Priority given to first- and second-year students). 3 hrs. lect. **ART** (T. Perry)

FM/AC 230 The Woman's Film (Not offered 2002-03)

This course will investigate the phenomenon of the "woman's film," particularly from the 1930s to the 1950s. Through historical research and close readings of film texts such as *Now, Voyager, Imitation of Life,* and *Mildred Pierce*, we will pursue the following questions: Why did Hollywood choose to cater to a female audience during this period? What were the narrative and institutional relationships between women's magazine and book publishing and the film industry? What kinds of narratives lend themselves to treatment as suitable subjects for a woman's film? Are there particular narrative modes, such as melodrama, that characterize the genre? What is the relationship between particular stars, such as Joan Crawford and Bette Davis, and constructions of the genre? Why do particular modulations of the genre, such as the "paranoid" woman's film, arise when they do? And, finally, we'll take up the question of the presence or absence of the woman's film today and its relationship to current social and industrial trends. 3 hrs. lect./3 hrs. screen. **ART HIS USA NOR** (staff)

FM 231 Film History 1895-1945 (Fall)
This course will survey the development of the cinema from 1895 to World War II. Our study will emphasize film as an evolving art, while bearing in mind the influence of technology, economic institutions, and the political and social contexts in which the films were produced and received. Screenings will include celebrated works from Hollywood, international cinema, documentary, and the avant garde. 3 hrs. lect./3 hrs. screen. (L. Grindon)

FM 232 Documentary: Art of the Nonfiction Film (Spring)
Documentary film combines nonfiction with an aesthetic aspiration. This course will explore the achievement in the documentary, raising issues about the influence of documentary upon political persuasion, historical memory, the status of film as evidence, and its utility as a means of investigation. Questions will be posed, such as: Can documentary achieve a distinctive understanding of a phenomenon? How does nonfiction address/guide the relationship between sound, image, and subject? The course will offer a historical perspective, as well as study contemporary works, with the aim of preparing students to both understand and produce documentary films. **ART** 3 hrs. lect./3 hrs. screen. (L. Grindon)

FM 233 Masterworks of American Cinema (Not offered 2002-03)
If cinema is to be considered an art form, then there must be films that justify this claim. In this course we will study a select group of such films and make the argument for them as works of art. Ford, Wyler, Scorsese, Willes, Coppola, Chaplin, Keaton, Wilder, Hawks, and Hitchcock are among the directors whose films will be studied. Screenings, readings, and written reports. **ART USA NOR**

FM 235 Sight and Sound II (Fall)
Students explore narrative, experimental, and documentary production. Emphasis will be placed upon thorough preproduction planning, expanded understanding of cameras and audio, and digital editing. The critical dialogue established in Sight and Sound I will be extended and augmented with readings and screenings of outstanding, independently produced work. (FM 130 or TH 131 or FM 231 and FM 135 required; approval-required course with limited enrollment; see instructor or department coordinator at least three weeks before registration for application; priority given to first- and second-year film/video majors.) 3 hrs. lect./3 hrs. lab. (D. Ellis)

FM/AC 236 Television and American Culture (Fall)
This course explores American life in the twentieth century through an analysis of our central medium: television. Tracing a history of television from its origins in radio to its future in digital convergence, we will focus on television's role in both reflecting and constituting American society. Our historical exploration will consider the structure of the television industry, television's role within American history, and television as a site of race and gender representation. We will look at multiple histories of television, considering not only why television is what it is today, but how we might make it different for the future. 3 hrs.lect./3 hrs. screen. **SOC USA NOR** (J. Mittel)

FM/JA 237 Japanese Film (Fall)
See Department of Japanese listings for course description. **ART OTH AAL** (C. Cavanaugh)

FM 238 Film Noir (spring))
A series of urban crime films and melodramas made in Hollywood between 1940-1960, but concentrated in the decade immediately after World War II, have been understood by critics to constitute the movement of film noir. This course will study prominent films from this group as well as contemporary films influenced by them, and the critical literature they have elicited in order to understand the cultural sources, the stylistic attributes, the social significance, and the long-term influence attributed to film noir. **ART USA NOR** (L. Grindon)

FM/EL 239 The Cinema of Alfred Hitchcock (Not offered 2002-03)
See Department of English listings for course description. **ART USA NOR**

FM/EL 240 Screenwriting Workshop I (CW) (Fall)
This creative writing course will explore the application of narrative craft to the filmmaking process. Key dramatic elements such as character, setting, point of view, plot, and theme will be discussed in light of the special characteristics of film as a narrative medium so that students may exploit the filmic possibilities of their own scripts. Close study of selected screenplays and films. Students will develop a variety of shorter scripts, which will be shared in a workshop format. (*Approval required*, course with limited enrollment; obtain application in film-video office or English office and submit five days prior to registration) **ART** (D. Mitchell)

FM 241 French Cinema (Not offered 2002-03)
This course proposes to study the major trends of French film history and the evolution of French filmmaking. Directors studied may include Renoir, Truffaut, Godard, Rohmer, and Besson. 3 hrs. lect./3 hrs. screen. **ART EUR**

FM 242 Film Comedy (Not offered 2002-03)
A survey of American film comedy from the silent era to contemporary productions. The course will focus on various approaches such as clown comedy, romantic comedy, and satirical comedy. In addition, the course will explore screen comedy in the context of various theories of comedy, including the narrative design, the social dynamics, and the psychological understanding of humor. The filmmakers will include: Chaplin, Keaton, Lubitsch, Wilder, Woody Allen, among others. Screenings, readings and written assignments. **USA NOR**

FM 243 Digital-Video Imaging (Spring)
This course explores interactive computer-based multimedia as tools of expression and communication. We will examine ways in which these new forms of production and distribution are changing identity, community, concepts of narrative, aesthetic expression, and cross-cultural interactions. We will design and implement projects, selecting the appropriate multimedia tools. 3 hrs. lect./disc. **ART** (D. Ellis)

FM 244 International Cinema (Fall)
This course will study how the identity of place has been explored in four noted film trilogies: John Ford's "Cavalry" triology (U.S.: 1948-50); Satyajit Ray's "Apu" trilogy (India: 1955-58); Abbas Kiarostami's "Koker" trilogy (Iran:1987-94); and Krzysztof Kieslowski's "Three Colors" trilogy (France/Poland: 1993-94). The class will analyze the ways that the trilogy form allows sustained focus on a given character or theme, and will carefully consider how each trilogy offers a different notion of how a community defines itself: locally (Kiarostami—the village of Koker),regionally (Ray—the Bengal region of India), nationally (Ford—U.S.A.),or transnationally (Kieslowski—east and west Europe). 3 hrs. lect./3 hrs. screen. **ART SOC** (C. Keathley)

FM/AC 246 Media Technology and Cultural Change (Spring)
The history of American civilization can be retold as a history of media technology. The way in which we communicate profoundly impacts how society operates and evolves. We will explore the historical and cultural shifts tied to media technologies, such as the printing press, telegraph, photography, radio, film, television, and computers. We will focus on the social construction of technology, the way media have been conceived throughout American history, the tensions between media commercialization and public access to and use of the media, and how media technologies help foster our sense of identity and social reality. 3 hrs. lect. **HIS USA NOR** (J. Mittell)

FM/CS 250 Contemporary Chinese Cinema (Not offered 2002-03)
See Department of Chinese listings for description. **ART OTH AAL**

FM/GN 314 German Cinema (Fall)
See Department of German listings for description.
ART EUR (M.Geisler)

FM/AC 335 Hollywood in the 1930s (Not offered 2002-03)
The 1930s were an extraordinarily productive time for Hollywood, marked by great generic diversity and a willingness to engage with contemporary political and economic concerns. This course will investigate the economic, technical, and social underpinnings of this moment by examining a wide variety of types of filmmaking (musicals, horror films, crime pictures, "fallen women" films, etc.). Issues to be explored will include: organized protest against Hollywood, censorship, how Hollywood dealt with representations of fascism, and modes of representing changing sexual mores and economic behavior. We will also glance at filmmaking outside the mainstream and the cross-fertilization between film and radio. 3 hrs. lect./3 hrs. screen.

FM/HA 339 The Media Arts: Histories and Practices (Not offered 2002-03)
The roles of media technologies in expanding the definitions of the arts on the global stage of Post-Modernism will be studied through an examination of an international selection of artworks. This course will provide students with a thorough grounding in contemporary developments in the media arts. Students will closely examine individual films and videotapes and critically interrogate these in relation to the conditions of their production. Contextualized as artifacts of a specific historical and cultural moment, these texts will also be analyzed in relation to developments in the other arts. This course will examine the variety of stylistic and conceptual strategies employed by artists to create works engaging film, video and television, multimedia, and Internet technologies. The history of artists' explorations of inter-textual and aesthetic issues across different media and art forms will provide a background to contemporary media installations. (FM 130 or FM 131 or FM 231 or HA 202, or by waiver) 3 hrs. lect./3 hrs. screen.

FM/HA 340 Film and Modernism (Fall)
In this course, we will examine the development of cinema in relation to the major aesthetic movements in this century. We will look at the influence of Expressionism, constructivism, futurism, surrealism, Dada, cubism, minimalism, and other theoretical movements on film theory and filmmaking. Readings, screenings, and reports. (HA 202 or FM 130 or FM 231 or by waiver) **ART** (T. Perry)

FM/EL 341 Screenwriting Workshop II (Spring)
Building on the skills introduced in FM/EL 240, each student will attempt to write an original screenplay for a film of feature length. The various purposes of film treatments, character "backstories," synopses, sequence outlines, master scene scripts, and shooting scripts will all be explored. Class discussion will focus primarily on the critical evaluation of students' own scripts-in-progress, supplemented by text readings, screenings, and published screenplays. (Approval required course with limited enrollment; obtain application at film/video office or English department office and submit five days prior to registration. FM 240 or FM 218 or EL 170 are usual prerequisites) 3 hrs. lect./3 hrs. screen. (D. Mitchell)

FM 342 Authorship and Cinema: Jean Renoir and Fritz Lang (Fall)
Jean Renoir and Fritz Lang are directors whose contrasting styles represent what are perhaps the extremes of the two distinct aesthetic approaches in filmmaking: the realist or "open" style (Renoir) and the expressionistic or "closed" style (Lang). This course will explore the development of these directors' respective styles across a group of films. This study will also consider the cultural, economic, and indus-

trial contexts in which these directors worked—irst in Europe, starting in the silent and early sound period (Renoir in France, Lang in Germany), then in Hollywood during and after WW II, and then back in Europe in the 1950s. 3 hrs. lect./3hrs. screen. **ART** (C. Keathley)

FM/AC 343 American Media Industries (Spring)
This course will focus on how the media work as industries in contemporary American society, considering how the industries of television, film, music, publishing, and computers intersect with aesthetic, cultural, and social concerns. We will examine how these industries generate media products, distribute entertainment and news to millions of Americans, and function within larger economic and political systems. We will explore central issues, such as censorship, conglomeration, market segmentation, and globalization from a critical and historical perspective, considering how media industries might not serve the public interest adequately and how we might envision them differently. 3 hrs. lect./3 hrs. screen. **SOC USA NOR** (J. Mittell)

FM 345 French New Wave (Spring)
Beginning in 1959 and continuing through the 1960s, dozens of young French cinéastes, thrilled by Hollywood genre movies and European art films, but disgusted with their own national cinema's stodgy productions, took up cameras and began making films. This movement, known as the Nouvelle Vague, remains one of the most exciting, inventive periods in cinema history. This course focuses on the major films and directors (Jean-Luc Godard, Francois Truffaut, Alain Resnais) of the period and also gives consideration to the cultural, technological, and economic factors that shaped this movement. 3 hrs. sem./3 hrs. screen. **ART EUR** (C. Keathley)

FM 431 Film/Video Senior Seminar (Fall)
A single topic will be explored through readings, screenings, discussion, and individual research. Topics will vary from semester to semester, but will focus on issues with relevance to the study of film and video. The class involves extensive reading, student-led discussions, screenings, and a major individual research project. (Senior standing: FM 131, 231) 3 hrs. sem./3 hrs. screen. (T. Perry)

FM/IS 437 Internationalizing Culture: Beyond the Borders in Modern Art and Film (Not offered 2002-03)
See International Studies listings for description. This course is equivalent to IS 437 and HA 437. Register for this course under IS 437; see International Studies section for application procedure. (*Approval required*).

FRENCH

Professors: Edward Knox (on leave in the fall), Bethany Ladimer (chair), Nancy O'Connor, Carol Rifelj; *Associate Professors:* Charles Nunley, Paula Schwartz; *Assistant Professors*: Armelle Crouzières, Brigitte Humbert; *Visiting Assistant Professor:* Mireille Barbaud-McWilliams; *Visiting Lecturer:* Huguette Knox, (on leave fall).

Language and culture are inseparable; the study of other cultures also offers new perspectives on one's own. The French department aims both to help our students acquire an active command of written and spoken French and to discover and appreciate French and Francophone cultures. In addition to building linguistic and cultural competence in all our students, we seek to provide more advanced students with the analytical skills necessary to understanding the expressions and manifestations of these cultures through the study, in French, of literature, cinema, history, the arts, and the social sciences. Finally, since we believe that direct contact and experience with the French-speaking world in and beyond the classroom are inseparable from these goals, we also encourage students to take advantage of the opportunities afforded them for study in French-speaking countries.

Major Programs:

Required for the Major in French: Total of no fewer than 10 courses, no more than 16.

I. Two introductions to French literature: FR 210, FR 220, FR 221, or specified courses in Paris; or FR 434 in the Middlebury summer French School when offered.

II. One course in contemporary French or Francophone civilization: FR 230, courses on contemporary France or French civilization in Paris, or equivalent in summer when offered.

III. One course in French history: In Paris, FR 330, FR 333 (Histoire de la France), FR 350 (Architecture et urbanisme), or other equivalent.

IV. Three advanced courses in literature or civilization.

V. One unit of senior work: senior seminar (literature or civilization) or senior project (FR 500, FR 700).

Other courses counting for the major include: (1) At the Vermont campus: FR 205, FR 255, FR 306, among others; certain advanced courses offered during the winter term (with permission of the chair); certain summer 300- and 400-level courses. (2) In Paris: language and linguistics courses; comparative literature (with a major French component); French theatre, cinema, television, or politics.

Students with a College Board AP score of 4 will receive one unit of credit toward graduation if the first course successfully completed at Middlebury is FR 210 or above; students with an AP score of 5 will receive one initial unit of credit toward graduation, and a second unit if the first course successfully completed at Middlebury is FR 221 or above. AP credits may not be counted toward the major.

We expect majors to spend their junior year at the Middlebury College School in France. The year program carries nine units of credit; the semester program carries five units of credit. In order to ensure that students are exposed to a variety of disciplines, no more than five units (full-year program) or three units (semester program) may be counted toward a Middlebury French major. The preliminary session in Paris does not count toward the major but is figured into the G.P.A. as two half units. Most courses in France will be at the 300 or 400 level.

During the senior year, majors must take at least two advanced courses in French at Middlebury, including one senior seminar or unit of independent work.

Required for a Joint Major: A minimum of seven courses, including two from category I above, one from categories II or III above, two advanced courses in literature, and senior work to be determined individually. At least one advanced course in French must be taken during the senior year, in addition to senior work, to be defined. The joint major may include courses taken at the School in France (maximum of three from the semester, five from the full-year program, may count towards French).

Required for a Minor in French: Minimum of five courses, FR 205 and above, including at least two introductory courses (FR 210, FR 220, FR 221, FR 230) and at least one course in literature or civilization at the 300 level or above. The minor may include French courses taken at the School in France (maximum of two from the semester program, three from the full-year program).

Senior Independent Work: Upon completing at least two 300-level courses in the department, majors who are well prepared and who have an average in French of B+ or better may receive permission to do independent work during their senior year. They may consider various formats: an essay or project (FR 500, one semester) or a thesis (FR 700, semester and winter term). Independent work may also be undertaken in the context of a course or be linked to a teaching internship.

To undertake an FR 500 or FR 700 project, students should consult the departmental guidelines and present their proposals well in advance of registration for the semester when the work is to be done.

Honors: The department will award honors, high honors, or highest honors on the basis of a student's work in the department and performance in senior independent work approved in advance by the department.

International Studies Major with French: Along with other required courses and senior work as described in the international studies major section, completion of the French language component requires: (1) proficiency in French (a minimum of one of FR 210, FR 220, 221, 230, or work in the French summer school; (2) at least one semester, and preferably a year, at the Middlebury College School in France; and (3) one or more courses at the 300 or 700 level, or senior independent work, upon return from Paris.

European Studies Track, International Studies Major: French courses fulfilling components of this track are: (1) Language proficiency (see above); (2) regional specialization: choose from FR 230, 341, 385, 704 or others (Vermont campus); 330, 333, 349 or others (Middlebury in Paris); (3) disciplinary specialization: FR 210, 220, 221, 230, courses at 300 level at Middlebury and in Paris, and courses at 700 level; (4) study abroad, at least one semester, at the Middlebury College School in France; (5) one or more courses at the 300 or 700 level, or senior independent work, upon return from Paris.

The School in France: Middlebury offers both year and semester programs in Paris and Poitiers. Students may count three courses from the semester program, five from the full-year program towards a major in French, two courses from the semester program and three from the full-year program toward a minor in French. They should, in any event, contact the Office of Off-Campus Study before registering for their sophomore year.

Students planning to participate in the program in France must have completed two full years of college credit by the time they undertake their study abroad; they must have successfully completed at least one course beyond FR 205 by the time they arrive in France; and they must have an average in French of at least B. We expect all applicants to demonstrate their commitment to French and maintain their fluency by continuous study of French from the time of their enrollment at Middlebury, and to maintain their academic level if they are accepted to study abroad. They must take a French course in the semester before study abroad. Students applying for one semester only are required to take FR 230 before study abroad, unless they will be studying in Africa.

Students interested in studying in France should speak to someone in the Office of Off-Campus Study, Sunderland 129, well in advance of applying. They will need to seek prior approval of Paris courses from the appropriate department chair, according to the discipline of the course material. The Office of Off-Campus Study will provide information about the program and application forms.

COURSES IN ENGLISH

The courses listed below are offered in English; they may not be counted toward a major in French.

FR 120 Women Writers in France (Not offered 2002-03)

FR/IS 449 Imperialism and Culture (Not offered 2002-03)

TH 241 French Cinema (in English) (Not offered 2002-03)

FR/WG 225 Women and Fascism (Not offered 2002-03)

See Department of Women and Gender Studies listing for description. **HIS EUR CMP**

COURSES IN FRENCH

FR 101 Intensive Beginning French (Fall)

An introduction to listening, speaking, reading, and writing in French, providing the syntactic and semantic foundation of the French language in a concentrated program of grammar presentation, drills, laboratory work, and discussion. Primary emphasis will be placed on the student's active use of the language. This course is for students who have not previously studied French. It does not fulfill the foreign language distribution requirement. Students are expected to continue with FR 102 after successfully completing FR 101. Students are expected to continue with FR 102 in the winter term after successfully completing FR 101, and with FR 103 in the spring. 3 hrs. lect. (A. Crouzierès, B. Ladimer)

FR 102 Beginning French (Winter)
Continuation of FR 101, dealing with more complex French. Oral skills are stressed and students participate in the French language table at lunch. This course does not fulfill the foreign language distribution requirement. (FR 101) 8 hrs. lect. (staff)

FR 103 Beginning French (Spring)
Emphasis on increased control and proficiency in the language through audiovisual, conversational, and drill methods. Short reading selections on contemporary France and discussions enlarge the student's view of French life and culture. (FR 101 and FR 102, or with permission from the chair) 5 hrs. lect. **LNG** (B. Humbert, N. O'Connor)

FR 203 Intensive Intermediate French (Fall, Spring)
An active and intensive review of French grammar for students having had good beginning-level training in French. We will work not only to perfect mastery of the structures of the language with practice of writing and reading, but also to develop oral comprehension and production skills. The course meets five times a week. (FR101, FR102, or FR103 or placement.) 5 hrs. lect. **LNG** (C. Nunley, N. O'Connor)

Prerequisites to the Major

FR 205 Toward Liberated Expression (Fall, Spring)
A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety, and vocabulary acquisition. Sections limited to 15 students. (FR 203 or placement) This requirement for the major and the minor may be satisfied by placement at a higher level. 3 hrs. lect. **LNG** (A. Crouzières, B. Humbert, H. Knox, N. O'Connor, C. Rifelj)

FR 210 Identity in French Literature (Fall, Spring)
Exploration of differing views of the self, society, and the world in major works of French poetry, drama, and prose. This course is designed to develop students' ability to read and criticize literature in French, as a transition from FR 205 to more advanced literature courses. (FR 205 or by placement) 3 hrs. lect. **LIT LNG EUR** (M. Barbaud-McWilliams, B. Ladimer, C. Rifelj)

FR 220 Introduction to the Study of French Literature I: Between Self and Society (Not offered 2002-03)

FR 221 Romanticism-Modernism (CW 8) (Fall, Spring)
The nineteenth and twentieth centuries were marked by social and political revolutions and by literary and artistic movements that changed our attitudes to art and to ourselves, including romanticism, realism, symbolism, surrealism, and existentialism. We will study literary texts, artistic and philosophical movements, and the social circumstances that conditioned them. Close readings of the texts (including prose, drama, and poetry) will develop critical vocabulary and writing skills. Authors may include Hugo, Balzac, Flaubert, Baudelaire, Gide, Camus, Sartre, and Francophone writers. We encourage students to take FR 210 before this course, but they are not required to do so. (FR 205 or placement; third- and fourth-year students by waiver only) 3 hrs. lect. **LNG LIT EUR** (A. Crouzières, B. Humbert, C. Nunley)

FR 230 Introduction to Contemporary France (Fall, Spring)
An introduction to several major sectors and themes: the family, the school system, social structures, the economy, the political structures and parties. Emphasis on the vocabulary of these sectors, language appropriate to situating them in context, and the ability to analyze documents involving such themes. (FR 205, FR 210, or FR 221) This requirement may also be met by certain courses in Paris, or by an equivalent in the summer French School. 3 hrs. lect. **SOC LNG EUR** (P. Schwartz, H. Knox)

Language, Literature, and Civilization

FR 255 Improving Writing in French (CW) (Spring)
This course will be devoted to developing the student's ability to write clear, nuanced, and well-articulated French in a variety of modes and formats. Recommended for students who wish more language practice or whose instructors recommend such work before courses at the 300 level. This course satisfies the College writing requirement. (At least one course from among FR 210, 221, or 230) 3 hrs. lect. **LNG** (B. Ladimer)

FR 306 Study and Production of a Play (Not offered 2002-03)
French through theatre: this course is a semester-long workshop that will culminate in the production of a play by a French playwright. Students will participate in all aspects of the production process, from costuming and music to prompting and publicity. Two performances will be held at the end of the semester. All activity will be conducted in French. In addition to regularly scheduled classes, this course will involve additional time each week in rehearsal. (FR 210)

FR 315 Beyond Versailles: Encounters with Nature in French Literature (Not offered 2002-03)
This course will focus on significant works by French authors who examine the natural world and our place within it. We will read novels that rework the Crusoe story in ways that endorse or question Europe's imperial goals as it extends beyond itself. Particular attention will be paid to works in which homesteading on islands or in isolated natural settings plays an important role. Authors may include Rousseau, Bernardin de Saint-Pierre, Chateaubriand, Sand, Verne, Gide, Giono, Hémon, Tournier, Césaire, Le Clezio. (FR 210 or FR 221) 3 hrs. lect. (C. Nunley)

FR 339 France in the Twentieth Century (Not offered 2002-03)
This course is an overview of events and trends in France

from the belle époque through the Mitterrand years using a case-study approach to specific topics or themes. How has the perennial struggle between left and right shaped the nation? What is the legacy of two world wars? How have challenges to the political and social order been negotiated, neutralized, or absorbed? When did the twentieth century actually begin, and has it come to an end? In tackling such questions we will pay particular attention to historigraphical developments and historical method. Sources will include: documents, testimony, film, monographs, and articles. (FR 230, FR 300 or FR 301) (P. Schwartz)

FR 341 French Cinema (Spring)

This course proposes to study two aspects of French cinema: French history through films and French filmmaking through history. We will examine films dealing with specific eras or events of French history or culture, as well as the major trends of French film history and the evolution of French filmmaking. Directors studied may might include: Renoir, Truffaut, Godard, Rohmer, Kurys, Besson. (FR 210 and/or FR 221 and/or FR 230) 3 hrs. lect. 2 hrs. screen **ART EUR** (B. Humbert)

FR 342 French Films and Their American Remakes (Not offered 2002-03)

This course proposes to study French films and their American remakes. By reading reviews and articles, by examining variations in structure, techniques, plot, and audience expectations, we will pinpoint the cultural differences that shape French and American versions of the same story. In some cases, we may extend our comparison to the novel that inspired the original French film. We will cover different genres such as comedy, historical film, drama, etc.; our study may include the following films and their counterparts: *Trois homes et un couffin (Three Men and a Baby), Le Retour de Martin Guerre (Sommersby) Les Diaboliques (Diabolique).* (FR 210 and/or FR 221 and/or FR 230 or equivalent recommended) 3 hrs. lect, 2 hrs. screen. **ART** (B. Humbert)

FR 345 The Reciprocal Gaze: French and American Perspectives of Each Other (Not offered 2002-03)

For centuries the French and the Americans have gazed at each other with curiosity, fondness, or mutual antagonism across the oceanic reflecting mirror. Here we will examine archetypes, stereotypes, and other by-products of their respective collective and creative imaginations. Do the French love to hate Americans? Do Americans persist in revering the French? How do representations of the other reflect crises of national and personal identity? We will explore Franco-Amercian encounters and *rendez-vous manqués* in historical writings, essays, autobiography, and film. Readings will include works by De Beauvoir, Baudrillard, Labro, and others. This course counts towards the French major as an advanced course in civilization. (FR 230) **CMP**

FR 346 *I Eat—Therefore I Am:* Food and Culture in France (Spring)

What's in a meal? Historians and anthropologists have long shown food and eating practices to be a function of culture. In France in particular, food and cuisine are fundamental elements of national heritage and cultural identity. What does the organization of the eating ritual say about the French? What do food and eating have to do with class and gender, time, and space? How are eating and drinking unique forms of political expression? Works from a range of interdisciplinary perspectives will inform our study of French society through its singular approach to the culture of the table. Readings by Brillat-Savarin, Barthes, Zola, and others. (FR 221 of FR 230) 3 hrs. lect. (P. Schwartz)

FR 348 May 68: Politics, Culture, Memory (Not offered 2002-03)

FR 361 French Classical Theatre (Not offered 2002-03)

FR 362 Novels in Letters (Not offered 2002-03)

FR 365 Literature and Society in the Ancien Régime (Not offered 2002-03)

FR 375 Heroes and Humanists (Fall)

A recurring question in world literature is how and why we make the life choices we do: what absolute values, what hope of a positive outcome, inform those choices? What higher purpose do we see ourselves as serving, if any? We will consider these questions as they have been addressed in a wide range of French literary texts, and try to determine how the conceptions of heroism and man's potential have evolved since the seventeenth century. In particular we will look at different approaches to tragedy and why George Steiner announced its death a half-century ago. Readings may include: Corneille, *Horace*; Molière, *Dom Juan*; Voltaire, *Candide*; Musset, *On ne badine pas avec l'amour*; Anouilh, *Antigone*; Malraux, *La Condition humaine*; Sartre, *La Nausée*; Camus, *La Peste, La Chute*; Beckett, *Fin de partie.* (FR 221) sem. (N. O'Connor)

FR 376 Dreamers, Revolutionaries, Misfits: Poets of Nineteenth-Century France (Not offered 2002-03)

Poetry as a genre virtually exploded into prominence in nineteenth-century France. We will examine the ways in which poets viewed the relationship between themselves, their work, and their social environment. From the love-torn musings of Alfred de Musset, to the role of artistic and political revolution in Hugo, to the perversely seductive world of Baudelaire and beyond, this course will seek to develop our knowledge of the period and the works of some of its most provocative poetic geniuses. (FR 221) 3 hrs. lect.

FR 377 Short Stories and Novellas in the Nineteenth Century: "Madness and Reason" (Not offered 2002-03)

This course will offer a different view of nineteenth century literature. Instead of studying the famous "big novels" of the period, we will choose to uncover contradictions present in nineteenth century ideology. The social malaise—a product of conflicts between progress, civilization and passion—will emerge in texts telling stories of happiness, anxiety, hermaphrodites, murder, isolation and social conformity. Readings will include: Chateaubriand, *Rene*; Balzac, *Sarrasine*; Merimee, *Lotkis*; Zola, *Thérèse Raquin*; Maupassant, *Le Horla* (FR 210 or 221) 3 hrs. lect.

FR 379 Poetry and Painting in France: 1850-1950 (Fall)

In this course we will study the relationship between poetry and painting from about 1850 to 1950. Romanticism brings the arts together in redefining the role of the artist and of the creative process. We will examine poets who paint (Hugo, Gautier) and see how their art influences their poetry, before focusing on Baudelaire (his fascination with Delacroix, the visual aspect of his poetry, Manet's resemblance to him). Surrealism will introduce us to poets and painters working together toward a complementary creative expression (for example, Eluard and Man Ray) in which the metaphor is experienced similarly in poetry and in painting. (FR 210 or 221) (M. Barbaud-McWilliams)

FR 380 The Twentieth-Century Novel from Proust to Duras (Not offered 2002-03)

FR 381 From Novel to Film (Not offered 2002-03)

FR 382 Living Literature, Writing Life: Autobiography in the Twentieth Century (Not offered 2002-03)

FR 383 Exiles and Expatriates in French Literature (Not offered 2002-03)

To know and embrace a given culture from within, be it that of a nation of a social class, of an ethnic group, or of a gender, is often to ignore or forget its distinctive features; indeed, if we feel or are in fact outsiders ,we use the awareness of our singularity in order, little by little, to dispel it, or conversely to reaffirm that singularity on our own terms. We will examine some examples in French literature of characters who recognize their difference and consciously choose to abolish it, as well as of those who just as consciously refuse to be assimilated and choose to remain *other*. Readings may include: Montesquieu, *Les Lettres persanes*; Voltaire, *L'Ingenue*; Marivaux, *Le Paysan parvenu*; Mme de Graffigny, *Lettres d'une peruvienne*; Mme de Duras, *Ourika*; Stendhal, *Le Rouge et le noir*; Camus, *L'Exil et le royaume*. (FR 210 or 221) 3 hrs. lect.

FR 384 History in the Literature of Twentieth-Century France (Not offered 2002-03)

We will define and discuss the articulation of key French texts and literary movements with the major historical events and climate of twentieth-century France. What reading strategies can enable us to understand how a literary work mirrors social relations, conflicts, and attitudes? Is there a "politics of literary style,"as the critic Bakhtin asserts? How have World War I, the 1920s and 1930s, World War II, the postwar period, the Algerian Crisis, May 1968, and contemporary social issues all been reflected (and sometimes refracted) in fiction? Readings will include seven works of fiction by Gide (*L'Immoraliste*), Colette (*La Fin de Chéri*), Malraux (*La Condition humaine*), Sartre (*La Nausée*), Camus (*La Chute*), Duras (*La Douleur*), and Ernaux (*Journal du dehors*), as well as selected articles and films. (FR 210 or FR 221)

FR 385 Writing "France": Questions of Identity in Popular French Fiction (Not offered 2002-03)

FR 386 Language and Identity in Québec (Fall)

This course will concentrate on the evolution of Québecois identity and show how it is inseparable from the language of Québec. We will examine the origins of Québecois culture and self-awareness through a brief overview of its history and then concentrate on the twentieth century, beginning with Emile Nelligan and the Ecole littéraire de Montréal. We will study the nationalization of Québecois literature in writings about the terroir; the gradual introduction of the city into writing; early attempts at establishing an identity separate from France (*La Relève*); the Révolution tranquille and the rise of Québec nationalism and separatism with attention to the mass media; the question of le joual; and finally a new recent writing "without boundaries" by the many third-world immigrants to Québec. (FR 210, 221, or 230) 3 hrs. lect./disc. screen **NOR** (B. Ladimer)

FR 387 French Twentieth-Century Theatre Revisited (Not offered 2002-03)

FR 395 Women's Voices from the Francophone World (Not offered 2002-03)

FR 396 (Re)Constructing Identities: Francophone Colonial and Postcolonial Fiction (Spring)

This course will focus on major works written in French by writers from North Africa, sub-Saharan Africa, and the Caribbean. We will explore the complex (re)construction of identities through fiction writing as it evolves from traditional folktale to political criticism, and as it shifts from colonial alienation to postcolonial disillusionment. We will also examine the emergence of cultural blending or "métissage." (FR 210 or FR 221) **OTH** (A. Crouzières)

FR 500 Independent Project (Fall, Winter, Spring)

Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Students should seek an adviser and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. FR 500 projects or essays proposed by senior majors for departmental honors. (Approval required by the department as a whole. See requirements above.) (staff)

FR 700 Senior Research (Fall, Winter, Spring)
For senior majors who are candidates for departmental honors. Students should seek an adviser and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. FR 700 essays and projects. (Approval required by the department as a whole. See requirements above.) (staff)

FR 704 Twentieth-Century France (Fall)
This course is an overview of events and trends in France from the belle époque through the Mitterrand years using a case-study approach to specific topics or themes. How has the perennial struggle between left and right shaped the nation? What is the legacy of two world wars? How have challenges to the political and social order been negotiated, neutralized, or absorbed? When did the twentieth century actually begin, and has it come to an end? In tackling such questions we will pay particular attention to historigraphical developments and historical method. Sources will include documents, testimony, film, monographs, and articles. (This course fulfills the category II or III requirement for the major.) (FR 210 or 230) sem. (P. Schwartz)

FR 705 The Culture of Leisure: Changing Perspectives in Modern France (Spring)
Leisure has come to define many facets of modern life in France. Discussion of its merits has been going on at least since the sixteenth century, when Montaigne spoke out in favor of escapist activity in the face of human pain and suffering. In our discussion of a variety of documents (paintings, photographs, novels, poems, films), we will trace the evolution of the competing ideologies underlying modern France's complex view of leisure. Readings may include, among others, works by Jules Verne, Colette, Paul Morand, Simone de Beauvoir, François Maspero. (Senior majors or by waiver) sem. (C. Nunley)

FR/IS 449 Imperialism and Culture (Spring)
Please see International Studies listings for description. This course is equivalent to IS 449 and EL 449. Register for this course under IS 449; see International Studies section for registration procedure (*approval only* course). 3 hrs. sem. (E. Knox, Y. Siddiqi)

IS 460 Global Consumptions: Food, Eating, and Power in Comparative Perspective (Not offered 2002-03)
See International Studies for description. This course is equivalent to IS 460 and SA 460. Register for this course under IS 460; see International Studies section for registration procedure (*approval only* course).

GEOGRAPHY

Professors: Robert Churchill (chair); Ronald Liebowitz (Provost and Executive Vice-President); Tamar Mayer; *Associate Professors:* Guntram Herb; *Assistant Professors:* Anne Knowles; Peter Nelson

Geography is concerned with describing and explaining spatial patterns and with understanding the processes by which spatial forms change through time. In pursuing these concerns geographers carry out their studies in many different cultures and environments. Consequently, there is a strong emphasis upon international as well as regional and local studies. The diversity of economic, social, political, and physical variables involved in spatial studies also creates many interdisciplinary links. Because geography has a tradition of service to society, geographers serve as policy makers in business and in local, state, and national governments, addressing issues in resource use, planning, transportation, and a variety of problems related to the spatial organization of society.

Required for the Major: All students who elect to major in geography must complete GG 100, GG 310, GG 320, GG 340, four other 100-level or 200-level elective courses, only one of which may be numbered above 250, one 400-level seminar, GL 112 or GL 170, and MA 106. The electives and the seminar must be selected in consultation with and approved by the major adviser. Also in consultation with the adviser, students must complete, no later than the sophomore year, at least one of the following cognate courses: AC 330, AC/HA 245, CH/GL 283, CX 121, CX/MA 205, EC 150, EC 155, GL 211, HA 220, MA 112, and PA 180. Upon the recommendation of the academic adviser, the department may award cognate credit for a course not included on this list. For students interested in circumpolar studies, the four-course electives requirement may be satisfied by a semester-in-residence at the Center for Northern Studies.

Required for a Joint Major: GG 100, three electives only one of which may be numbered above 250, GG 310 or GG 320, GG 340, and one seminar at the 400 level. Students who pursue a joint major in geography and environmental studies should complete GG 310 in addition to GG 320.

Required for a Minor: GG 100, one seminar at the 400 level, and three additional courses.

Geography Specialization in International Studies: GG 100 or GG 110, GG 206 or GG 210 or GG 211, GG 214 or GG 215, GG 220 or GG 223, GG 310 or GG 320, one seminar at the 400 level. Students wishing to write an honors thesis are required to take an additional technique course and GG 340.

Comprehensive Examination: All students who graduate with a major in geography must pass an oral comprehensive examination administered by the department faculty. The exam must be scheduled by the student no later than exam week of the fall term and must be taken by spring break. For February graduates, the exam must be scheduled no later than the second week of the fall term preceding graduation. A student who does not perform satisfactorily can schedule a reexamination at a later date, but in no case will the major be conferred without successful completion of the examination.

Departmental Honors: Students who seek to earn honors are required to maintain a B+ average in the major and either: (a) earn honors on the comprehensive exam, or (b) write a two-credit, honors thesis. For students who elect to write a thesis, a proposal must be submitted to the department for approval prior to the first day of the term in which the student wishes to enroll in GG 700. Upon approval of the proposal, the student must enroll in GG 700 for two consecutive terms and give a presentation of the thesis upon its completion. Honors will be conferred or denied on the basis of an evaluation of the thesis by the faculty.

GG 100 Place and Society: Local to Global (CW) (Fall, Spring)

This course is an introduction to how geographers view the world and contribute to our understanding of it. Where do the phenomena of human experience occur? Why are they there? What is the significance? These questions are fundamental for explaining the world at different scales from the global to the local. Throughout, we will focus on the spatial basis of society, its continual reorganization through time, and how various human and environmental problems can be usefully analyzed from a geographic perspective. Open only to first-year students and sophomores. Limited spaces available to fulfill College writing requirement 3 hrs. lect., 3 hrs. lab; **SOC DED** (fall: P. Nelson; spring: A. Knowles)

GG 110 Geography of Global Issues (Not offered 2002-03)

The course analyzes the regional significance and spatial variation of major global issues such as poverty, war, scarcity of resources, environmental degradation, population growth, hunger, and AIDS. Its primary goal is to understand how and why regional variations occur and the implications of those variations. World System Theory and other geographic concepts will be used to explain the processes and dynamics that create the complex modern world around us. Students will develop their own solutions to several contemporary world issues in a special "global initiatives" project. **SOC OTH**

GG 120 The Power of Maps (CW) (Fall)

From earliest time, people have made maps to show what was theirs and to take what was not. Maps have been synonymous with power, from the Renaissance, when geographic knowledge was deliberately falsified, through the cold war, when maps were manipulated to shape perceptions of the other side. Maps have been critical to some of our most humanitarian efforts, but ironically, the technology that enables emergency response systems also guides weapons. Through examples like these, this course explores maps as windows to the societies that make them and examines modern technologies in historical contexts. More broadly, the course introduces fundamental issues in geography and social science. Limited spaces available to fulfill College writing requirement. 3 hrs. lect./disc. **SOC HIS** (B. Churchill)

GG 206 Human Impact on the Global Environment (Fall)

This course examines the relationships between humans and their environment(s) around the globe. It examines how social, economic, and political factors operating through human organizations of production, consumption, and social reproduction have disturbed physical processes. The world order, the product of power relationships between states and economic interests, mainly dictates how these factors operate. Because political preeminence will continue to play a role in environmental issues, this course will pay special attention to the social, political, and economic polarization between the developing and the developed worlds and will examine its impacts on the global environment. 3 hrs. lect., 1 hr disc. **SOC OTH CMP** (T. Mayer)

GG 210 Geographic Perspectives on International Development (Spring)

The focus of this course is the development process in the non-Western World. We will examine why there has been a need for "development"; what is the relationship of "development" to "underdevelopment"; and whether this relationship has resulted in dependence, independence, or interdependence. We will focus on the contribution of *development* to progress of the non-Western World, on the one hand, and to its stagnation, on the other. We will examine specific issues like food, population, the environment, the rural scene, the urban scene, and the general political and economic scenes. We will question the underlying assumptions of *development*, examine the role and the possibilities of development from within, and maintain a critical view of Western development. 3 hrs. lect. **SOC OTH AAL** (T. Mayer)

GG 211 The Global Economy (Fall)

The "global economy" is now part of our everyday language, but its common usage rarely addresses where this entity came from, what drives it, what its consequences are, or where it is going. Geography can add much to our understanding of the global economy; indeed, geography shapes the economy and is in turn shaped by economic processes. To elicit a better understanding of this interaction and what the global economy is about, the course readings and exercises will focus on the following themes: the historical development of the global economy with a focus on technological innovation and geographical change; the character, reach, and role of trans-national corporations; the situation of particular regions and cities in global economic structures and processes; the question of social and environmental sustainability; and the emerging digital technologies; such as the Internet and what they pose for the future of global capitalism, society, and geography. 3 hrs. lect. **SOC OTH** (A. Knowles)

GG 212 Urban Geography (Fall)
Urban landscapes are the expression of economic, political, and socio-cultural processes layered on top of each other in particular time-space contexts. In this course, students will theoretically and empirically examine the complex and dynamic urban landscape. Students will gain a theoretical understanding of the location of cities within a larger global economic system of cities, along with the internal organization of economic, cultural, and social functions within cities. We will also examine the processes behind contemporary urban issues such as homelessness, boosterism, urban renewal, gentrification, poverty, and crime. 3 hrs. lect. **SOC USA NOR** (P. Nelson)

GG 213 Population Geography (Not offered 2002-03)
Through a combination of lectures, readings, and exercises, this course provides background and analytical experience in the spatial dimensions of population dynamics. Students will theoretically and empirically examine geographic variations in natural increase, domestic and international migration, infant mortality, disease, and hunger. Topics will include the intersection of settlement-environment-disease, circular migration systems, cultural influences on demographic processes, and linkages between international and domestic migration flows. We will also assess various policy options and their effectiveness in addressing important demographic issues. The exercises will expose students to the vast amount of population data publicly available and introduce them to techniques used to examine and assess population related issues. **SOC DED**

GG 214 Geography of War (Spring)
Whether it is maps employed in the defense of the Han dynasty in the second century B.C. or the logistic support for cruise missiles in the Gulf War, geography has always been associated with war and the exercise of power. The course will examine how geography and geographers were involved in the propagation, justification, and administration of territorial conquest and control. Students will be actively involved in unraveling the story of geography and war through group research projects on different wars. The findings of these projects will be presented in an exhibition at the end of the semester. 3 hrs. lect. **SOC HIS OTH** (G. Herb)

GG 215 Political Geography (Not offered 2002-03)
Political relations within and between states do not occur in a vacuum. Rather, they are rooted in a specific and tangible geographic context. Political geography examines the interactions between this context and political processes at various geographic scales, ranging from the local to the global level. This course will focus primarily on the state and international level and will address issues such as the territorial exercise of power, state formation, nationalism, geopolitics, and international conflicts and cooperation. 2 hrs. lect., 1 hr. disc. **SOC**

GG 218 Cultural Geography (Fall)
What do landscapes mean? How are places created and invested with significance? Why do people struggle to control public and private space? This course examines these and similar questions. Its main goals are to open students' eyes to the wealth of meanings embodied in the built environment and our metaphorical understandings of landscape, place, space, and geographical identity, and to teach skills for interpreting and representing those meanings. Lectures, course readings, and small-group projects will draw on social theory and empirical approaches, with a regional emphasis on North America. 3 hrs. lect./disc. **SOC USA** (A. Knowles)

GG 219 Historical Geography of North America (Spring)
North American society and landscape have been shaped by powerful forces over the last 500 years: conquest, disease, war, migration, the railroad and the farmer's plow, urban growth, and industrial transformation. In the process, new regional cultures formed while older societies were profoundly changed. In this course we will examine the geography of historical change in the United States and Canada, focusing on the themes of territorial control, human settlement, the inscribing of cultural and economic systems on the land, and North Americans' attitudes toward the places they inhabit. 3 hrs. lect./disc., lab. **HIS SOC USA NOR** (A. Knowles)

GG 220 Geopolitics of the Middle East (Fall)
This course examines the Middle East from a geographical perspective with emphasis on the historical and political underpinnings of the region. The Middle East, the cradle of civilization, has been, due to its geography, one of the major arenas for political and ideological conflicts. It has been subject to an unequal power relationship with the West, which, together with Islam, has affected the level of its political, social, and economic development. This course will provide an analytical introduction to the historical, political, social, and economic geography of the region and will analyze the major transitions this region has undergone. 3 hrs.lect. **SOC OTH CMP AAL** (T. Mayer)

GG 221 Rural Geography (Spring)
This course explores the intersection between demographic, economic, cultural, and environmental forces on the rural landscape in both advanced economies and LDCs. Students will be exposed to theoretical and empirical approaches to rural development in different international and regional contexts, as well as problems associated with these development paradigms. Particular attention will be paid to neoliberal economic policies and their impacts on rural areas, and the course will frequently draw on examples from New England and North America. Additionally, the world is becoming increasingly urbanized, so we will examine the ways people come to know rural areas through the media, literature, and travel. 3 hrs. lect. **SOC OTH NOR** (P. Nelson)

GG 223 Geopolitics of Europe (Spring)
The course examines what is arguably the most influential region in the world from a geographic perspective.

First, we will chart the complex geopolitical dimensions of Europe in an attempt to understand what unites this highly differentiated region. Next, we will analyze the political, economic, social, and environmental challenges that threaten to destabilize Europe. Finally, we will try to assess how much support the idea of Europe enjoys among its populace by investigating political activism across borders of individual countries. Students will be actively involved in this study through a research project that culminates in a conference on the future of Europe at the end of the semester. 3 hrs. lect. **SOC EUR** (G. Herb)

GG/GL 251 Geomorphic Processes (Fall)
(See Department of Geology listings for description.) **SCI DED** (J. Munroe)

GG/GL 255 Surface and Ground Water (Fall)
(See Department of Geology listings for description.) **SCI DED** (P. Ryan)

GG/GL 257 Soils, Geology and the Environment (Spring)
(See Department of Geology listings for description.) **SCI** (P. Ryan)

GG 310 Fundamentals of Cartography (Spring)
An introduction to the compilation, design, production, and use of maps with emphasis on both the practical and theoretical aspects of cartographic representation. Various data sources, including enumerative statistics, remote imagery, and maps are used as bases for compilation of a variety of general and thematic maps (e.g., outline maps, hazard risk maps, land-use maps, and statistical surfaces). 3 hrs. lect., 3 hrs. lab. (B. Churchill)

GG 320 Geographic Information Systems (Fall, Spring)
This course introduces the structure, concepts, and application of geographic information systems (GIS): computer-based systems designed to process large spatial databases. The productive use of GIS technology in the physical and social sciences, environmental management, and regional planning is investigated through a variety of applied exercises and problems. 3 hrs. lect., 3 hrs. lab. **DED SOC** (B. Churchill)

GG 340 Explanation in Geography (Fall)
This seminar begins with an exploration of the philosophical underpinnings of contemporary geography. Investigation of the relations among paradigms, objectives, and methods provides a transition to more explicit consideration of research methodologies, which includes problem definition, research design, analytical models, and data collection. (Open to seniors only.) 3 hrs. lect. (G. Herb)

GG/GL 352 Quaternary Geology (Not offered 2002-03)
See Department of Geology listings for description. **SCI DED**

400-Level Seminars
Seminars provide the advanced student with an opportunity to pursue particular research areas in depth. They require intensive writing and reading of the relevant literature and they reflect the specialization areas of the department faculty. More specific seminar descriptions will be provided prior to each registration period, depending upon which seminars are being offered that year. (staff)

GG 410 Seminar in Geography of Development: Women in Development (Not offered 2002-03)
This course is aimed at understanding the effects that development has had on women in the Third World. The course explores colonial/neo-colonial dynamics, women's participation in the local and global economy, the impact of changing food production on women, and changes in the sexual division of labor. We will also examine issues such as family planning, sexuality, home work, and political participation. (GG210 or permission)

GG 413 Seminar in Population Geography: Migration in the Twenty-first Century (Not offered 2002-03)
On average, 20 percent of the U.S. population changes residence in any given year, yet the scale, geography, motivations, and impacts of these movements are highly variable, making migration an incredibly pervasive and complex phenomenon. Furthermore, international immigration continues to attract considerable academic, political, and media attention. This course will explore contemporary approaches to migration studies emphasizing the important insights and contributions of geographers. How have geographers examined migration, and how have geographical approaches changed over time? In what ways has technology influenced the motivations, frequency, and implications of migration behavior? What are the different impacts of migration on individuals, households, and communities? And, what are the new innovations in scholarly approaches to migration? Through a combination of readings from contemporary migration literature, discussions, and analyses, students in this seminar will gain an appreciation for and understanding of this incredibly rich and complex phenomena of migration.

GG 415 Seminar in Political Geography: The Geography of Peace (Fall)
The course provides a geographic perspective on peace. The first section gives voice to the minority of geographers who were peace activists, such as Elisée Reclus, Peter Kropotkin, and A. J. Herbertson. Their geographic visions are examined in the context of general philosophies of peace. Next, we look at areas where peace is maintained through the exertion of military power, such as the threat of mutual annihilation or peacekeeping forces. These more abstract spaces of peace are complemented by a focus on specific places of peace in the section that follows. Here, we discuss communes and other utopian communities that were created as islands of peace in our war-ridden world. Finally, we turn to territorial practices of peace and investigate how symbolic locations and landscapes are used in non-violent

strategies to overcome conflicts and the abuse of power, such as Mahatma Gandhi's salt march or the environmental activism of indigenous groups. 3 hrs. lect. (G. Herb)

GG 420 Seminar in Geographic Information Systems and Cartography (Spring)

This seminar explores the dimensions of geographic information systems (GIS) as a structured set of tools for analysis and research and, in broader context, as a potential force in science and society. Specific issues include: the value and validity of GIS, the educational impact of visualization and related technologies, and new spatial contexts emerging from developments in GIS. In addition to critical reading and discussion, participants will complete applied problems designed to engage these issues. (GG 310 or GG 320) 3 hrs. lect. (B. Churchill)

GG/GN/IS 436 Terrorism (Spring)

See International Studies listings for description. This course is equivalent to GG 436 and GN 436. Register for this course under IS 436. (M. Geisler, T. Mayer)

GG/IS 445 Ethnicity, Nationalism, and the State (Fall)

See International Studies listing for course description. This course is equivalent to IS 445 and PS 445. Register for this course under IS 445.

GG 500 Research in Geography (Fall, Winter, Spring)

(*Approval only*) (staff)

GG 700 Senior Research (Fall, Winter, Spring)

(*Approval only*) (staff)

PROGRAMS AT THE CENTER FOR NORTHERN STUDIES

The Center for Northern Studies is located in Wolcott, Vermont, about 75 miles northeast of the College, in a substantially snowier and more rigorous climatic zone. While at the center, students reside together in nearby country homes. All students who wish to attend a semester-in-residence program must apply to the Center for Northern Studies well in advance of the semester and to the Office of Off-Campus Study by March 1 for fall semester and October 15 for spring semester. Winter term-in-residence at the center is also available. Applications may be obtained from the Office of Off-Campus Study, Sunderland 129. There is no additional cost to Middlebury students who enroll in a full semester-in-residence program or the winter term-in-residence at the center.

Fall Semester-in-Residence

The fall term at the center introduces students firsthand to Arctic and Alpine environments, cold ocean coasts of the Northeast, and environmental analysis techniques. The semester begins with an extended field trip to Newfoundland and Labrador with the center faculty. Students in residence complete the following courses.

NE 310 Quaternary Studies: Paleoenvironment and Prehistory of the Circumpolar North (Fall)

This course explores the geomorphic, climatic, and biological phenomena of the Quaternary Period. In addition, methods for dating the past and reconstructing past environments, animal migrations and extinctions, and implications for the culture and spread of early human populations will be examined. **SCI** (S. Young)

NE 330 Indigenous Cultures of the Circumpolar North (Fall)

This course offers an ethnographic introduction to traditional circumpolar cultures. In general, the focus of the course will be on the interrelationship of culture and the northern environment. Students begin with a general survey of Arctic and Subarctic cultures of Old and New worlds, followed by an examination of selected topics, including subsistence settlement systems, trade, social structure, and conflict resolution. The course ends with an examination of processes and problems of European contact and acculturation. **SOC OTH** (S. Cox)

NE 340 Polar Biota I: Flora (Fall)

This course begins with field identification of northern flora during a three-week field trip to Newfoundland and Labrador. In the classroom and local environment of Vermont, the classification, evolution, distribution, and community ecology of northern vegetation will be studied, with emphasis on vascular plants. **SCI** (S. Young)

NE 360 The Political Economy of Resource Management (Fall)

The management of natural resources in the Arctic and Subarctic presents a unique set of problems. In addition to the characteristics of the environment, social, cultural, political, and legal factors impose their own requirements. This course is an intensive look at problems in the management of significant natural resources in Canada and Alaska. **SOC OTH** (N. Flanders)

Winter Term-in-Residence

All students who have been in residence at the center for the previous fall term, or who spend the subsequent spring term in residence, may enroll in winter term at Wolcott. In addition, up to five students not otherwise enrolled at the center may attend winter term-in-residence there; applications are available from the Office of Off-Campus Study, Sunderland 129. Students must apply to the Center for Northern Studies well in advance of the term. Limited spaces are available.

NE 350 Winter Ecology (Winter)

Among the most important challenges to polar organisms are intense seasonal change of conditions, intense cold, limited energy resources in the environment, and the establishment of long-term snow and ice cover. These factors have provided selection pressure for a remarkable series of adaptations by polar organisms. This course examines the physiological, anatomical, and behavioral adaptations of polar plants and animals to winter and seasonal conditions in both terrestrial and aquatic ecosystems. Lab: The course is taught largely in an intensive lab and field work format. Topics include the observation of animal behavior, including radio tracking, the nature of cell adaptation in plants (and some animals) to below freezing temperatures, the behavior of aquatic ecosystems under thick ice cover and low light penetration, and the means by which organisms have adapted to the presence of a deep snow cover. **SCI** (staff)

Spring Semester-in-Residence

The spring term at the center emphasizes social sciences, northern policy studies, community development in the North, and related contemporary problems. This term also includes several field excursions, normally in the second half of the semester. Courses that students complete during the spring semester-in-residence are described below.

NE 315 Northern Archaeology (Spring)
This course combines an introduction to the discipline of archaeology with an examination of northern prehistory. Using case studies from northern archaeology, the goals, techniques, and theory of archaeological research will be discussed. Students will learn techniques for reconstructing northern prehistoric cultural systems using archaeological remains. The course will emphasize hands-on study of archaeological materials in the laboratory, and it will conclude with a week of field work on the coast of Maine. **HIS SOC OTH** (S. Cox)

NE 325 Polar Biota II: Vertebrate Fauna (Spring)
This course consists of a survey of the fishes, birds, and mammals of the boreal forest, tundra, and northern seas. It will include a consideration of evolutionary relationships, physiological and community ecology, and management concerns. **SCI** (S. Young)

NE 370 Arctic Policy Studies (Spring)
The pervasive presence of governments throughout the Circumpolar North makes this region an ideal laboratory for the study of public policy. Focusing on contemporary northern issues, this course applies existing knowledge and seeks new insights concerning the nature of public policy. To provide students with an in-depth understanding of the role of policy in the North, the course focuses on a limited number of topics that vary from year to year. Topics may include: Arctic pollution, international conflict and cooperation, local government, national research priorities, and energy policy. **SOC OTH** (S. Young)

NE 380 Community Development in the Circumpolar North (Spring)
The rural communities and villages of the Circumpolar North suffer from a variety of social problems (e.g., large-scale emigration, extensive unemployment, financial insolvency, and high rates of alcoholism). While these problems are especially severe in predominantly native communities, they are pervasive throughout the Circumpolar North. How did these conditions arise, and what can be done to alleviate them? **SOC OTH** (N. Flanders)

NE 390 Northern Seminar (Spring)
The purpose of this seminar is to prepare students for the field trip in May. Students work on independent projects reflective of their interests in the ecology, culture, or history of the North Atlantic. Visiting guest lecturers and field trips to academic research and political centers in New England and Canada complement the class work and research in Wolcott. (S. Young)

GEOLOGY

Professor: Raymond Coish (on leave); *Associate Professor:* Patricia Manley (chair); *Assistant Professors:* Peter Ryan, David West; *Visiting Assistant Professors:* Thomas Manley, Jeffrey Munroe; *Assistant in Instruction:* David Mazzucchi

The Department of Geology provides students with an opportunity to experience the methods of science, using geologic examples. In addition, we endeavor to provide students who wish to pursue the field of geology with the opportunity to acquire basic knowledge and principles, which will equip them for further professional training. With the Green Mountains to the east and the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, limnological/oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field-oriented and laboratory-supported inquiry into problems in all facets of earth science, especially environmental geology, geomorphology, marine geology, oceanography/limnology, petrology, and tectonics, Students are encouraged to develop skills for obtaining and interpreting observational data. Since Vermont is a classic area for the study of mountain system evolution, one general theme of the program is to relate geological process to the origin and evolution of global tectonic patterns, integrating data from the world's oceans and continental areas. Geology majors have used their Middlebury degree as a stepping-stone to graduate school in the geosciences; to industry; to teaching careers; and to careers in environmental science, business, law, and architecture.

The department's introductory courses include: Earthquakes and Volcanoes (GL 104), Environmental Geology (GL 112), The Ocean Floor (GL 142), Elements of Oceanography (GL 161), and The Dynamic Earth (GL 170). These courses introduce students to active research in geology and oceanography and are vehicles for acquiring the basic understanding of processes that have shaped the earth. Students can enter the geology program through any of these courses and may then concentrate in these or other areas, depending on where their interests develop.

Students are expected to have completed at least one introductory-level course before proceeding to more advanced work. Beyond the introductory level, work at the intermediate level takes the form of more advanced 200- and 300-level courses. These courses cover techniques, methods, and processes in both field and laboratory aspects of the various subfields of geology.

Required for the Major: The program for a geology major consists of 11 courses within the department. These must include at least three 300-level courses, a 400-level seminar, and two units of GL 700 (Senior Research). No more than two courses at the introductory level will be counted for the major. Courses which are strongly suggested include Environmental Geology (GL 112) or Dynamic Earth (GL 170), Bedrock Geology of Vermont (GL 201), Mineralogy (GL 211), and Structural Geology (GL 281). The two-unit thesis (GL 700) is the culmination of the geology major and consists of original research based on field and/or laboratory investigations by the student. Geology majors have considerable flexibility in planning their programs, and thus should consult regularly with their adviser in the geology department.

Geology majors are also required to complete four courses (no more than two in one department) in the cognate sciences of biology, chemistry, mathematics and computer science, and physics. Geology graduate schools require additional cognates, which usually include a minimum of one year of calculus (MA 112, MA 113), chemistry (CH 103, CH 104), and physics (PH 109, PH 110). Students should consult with their advisers for selection of specific courses.

Geology Minor: A total of five courses is required. The minor shall consist of one introductory course (either GL 112 or GL 161 or GL 170), plus four higher-level courses, which must include GL 201 or GL 211 and at least one 300-level course. After completing an introductory geology course, students who intend to minor in geology should arrange specific 200- and 300-level courses with the geology chair or designate.

Departmental Honors in geology are based primarily on outstanding work in original research (GL 700), and are related to course grades only in the context of guidelines in the College Handbook.

GL 104 Earthquakes and Volcanoes (Spring)

Why did Mount St. Helens erupt? When will the next great earthquake occur in California?, Designed for nonmajors, this course deals with two of the greatest natural hazards. Topics include: recent case histories, the plate tectonic causes for volcanic eruptions and earthquakes, and the art and science of forecasting natural disasters. The course also will explore the rapid evolution of scientific ideas that have led to a coherent theory on all geological processes affecting the planet Earth. (Students who have completed GL 170 are not permitted to register for GL 104.) 3 hrs. lect./1 hr. disc. **SCI** (D. West)

GL 112 Environmental Geology (Spring)

Geological processes form the physical framework on which ecosystems operate. We require an understanding of the geological environment in order to minimize disruption of natural systems by human development and to avoid hazards such as floods and landslides. This course is an overview of basic tectonic, volcanic, and landscape-forming processes and systems, including earthquakes, rivers, glaciers, and coastal evolution. Environmental effects of energy, mineral, and water resource use, and waste disposal are also examined. Field labs study the Bristol delta, Weybridge slump, New Haven River, and other localities. 3 hrs. lect. and disc./3 hrs. lab./field trips. **SCI** (J. Munroe)

GL 142 The Ocean Floor (Spring)

Have you wanted to view the ocean floor from a submersible? It is a dark but dynamic place. The constant interchange between water and sediments has created sedimentary drifts and mudwaves over 500 feet high! Earthquakes cause underwater mud avalanches that travel over 60 m.p.h. Hydrothermal vents along the ocean ridges host a variety of unusual plant and animal life. This course will explore the ocean depths via the classroom and will introduce the development of ocean basins, their evolution, and processes occurring within them. (Students who have completed GL 170 are not permitted to register for GL 142.) 3 hrs. lect./1 hr. disc. **SCI** (P. Manley)

GL 161 Elements of Oceanography (Fall)

Oceanographic exploration is introduced through study of ocean basins and continental margins. The multidisciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to address contemporary problems. Techniques of data collection and analysis are taught aboard the College's research vessel, R/V Baldwin, located on Lake Champlain. 3 hrs. lect./3 hrs. lab./field trips. **SCI DED** (T. Manley)

GL 170 The Dynamic Earth (CW 15) (Fall)

Sea-floor spreading and continental drift, earthquakes and volcanoes, origin and evolution of mountain systems, and concepts of plate tectonics are viewed in light of the geology of ocean basins and continents. Modern processes such as river, coastal, wind, and glaciers will be studied and their effect on shaping the geologic landscape. Laboratory: field problems in Vermont geology; interpretation of geologic maps, regional tectonic synthesis. One designated lab section fulfills the College writing requirement. 3 hrs. lect./3 hrs. lab./field trips. **SCI** (D. West)

GL 201 Bedrock Geology of Vermont (CW 25) (Fall)

This course explores the fascinating geology of Vermont. Students learn the geology through six field problems, involving extended trips around western Vermont. Lectures on the meaning of rocks support the fieldwork. The last few indoor labs are devoted to understanding the geologic map of Vermont. Emphasis is on descriptive writing and on use of data to interpret origin of rocks. Culminates in a written report on the geologic and plate tectonic evolution of Vermont. (One geology course) 3 hrs. lect./3 hrs. lab./field trips **SCI** (P. Manley)

GL 205 Mineral and Energy Resources (Not offered 2002-03)

How do ores form and what constitutes an ore body? Can the U.S. achieve energy sufficiency in the twenty-first century? This course will discuss the characteristics, distribution, and mode of formation of metallic and nonmetallic mineral resources formed by magmatic, hydrothermal, and metamorphic processes. The importance of metals in a technological society and a survey of renewable and non-renewable energy resources will be presented. 3 hrs. lect. **SCI**

GL 211 Mineralogy (Spring)

This course covers the nature, identification, composition, and meaning of minerals and mineral assemblages. Introduction to crystallography, hand-specimen identification, optical mineralogy, x-ray analysis, and electron microbeam analysis. Laboratory: study of minerals in hand-specimen and under the polarizing microscope; use of x-ray diffraction and electron microscopy in mineral analysis. (One geology course) 3 hrs. lect./3 hrs. lab. **SCI** (D. West)

GL/GG 251 Geomorphic Process (Fall)

An investigation of processes that shape the Earth's surface, including weathering, mass movements, and the effects of water, wind, and ice. Students examine how such processes govern the evolution of landforms in differing climatic, tectonic, and lithologic settings. Field and laboratory study focuses on the role of active surficial processes, as well as glaciation and other past events, in development of the landscape of west-central Vermont. Implications for human activities and maintenance of natural systems are also discussed. (GL 170, or GL 112, or GL 161, or permission) 3 hrs. lect./3 hrs. lab. **SCI DED** (J. Munroe)

GL/GG 255 Surface and Ground Water (Fall)

Fresh water is the most fundamental resource sustaining life on the continents. This course is an introduction to the study of water and its interactions with the geologic environment. Basic hydrological processes such as precipitation, stream flow, and the subsurface flow of ground water are analyzed by quantitative methods. Climatic and human-induced changes in the hydrological cycle are examined, and current issues and policies are discussed in light of the increasing demands and impacts of a technological society on water resources and associated natural systems. 2 hrs. lect./3 hrs. lab. **SCI DED** (P. Ryan)

GL/GG 257 Soils, Geology, and the Environment (Spring)

Soils constitute the fundamental link between atmosphere, water, biota, and rock. Knowledge of the physical, chemical, and biological processes operating in soils is essential when assessing natural cycles as well as anthropogenic alterations to those natural cycles. In this course, we will analyze a wide range of issues, including soil formation, soil mineralogy, soil fertility and nutrient cycling, sediment pollution, soil contamination, water pollution, sediment erosion and deposition, and implications for land-use planning. Labs will be project oriented and will consist of a combination of fieldwork and instrumental analysis. (ES 112, any GL course, or permission) **SCI** (P. Ryan)

GL 281 Structural Geology (Fall)

Plate tectonics and mountain building processes result in deformation of the Earth's crust. Structural geology is the study of this deformation, and this course will examine the many types of structures found in crustal rocks (folds, faults, etc.) and explore the forces responsible for their formation. Laboratory exercises will emphasize the hands-on description and analysis of structures in the field, as well as the practical aspects of map interpretation and computer analysis of structural data. (A geology course or by waiver) 3 hrs. lect./3 hrs lab./field trips. **SCI** (D. West)

GL/CH 283 Environmental Geochemistry (CW 15) (Not offered 2002-03)

This course will address the origin, transport, fate, and analysis of chemicals in the environment. Topics will include aquatic chemistry, rock weathering, elemental cycles, atmospheric processes, and energy resources. Both naturally occurring and anthropogenic compounds/elements will be considered. The course will introduce students to a variety of analytical and instrumental techniques, including ultraviolet-visible-spectrophotometry, atomic absorption spectrometry, and high-performance liquid chromatography. The labs will be project oriented. Major ions, nutrients, trace metals, and organic compounds will be studied in a variety of systems, including natural waters, soils, and air. (CH 104 or permission) 3 hrs. lect./3 hrs. lab. **SCI**

GL 300 Introduction to Petrology (Not offered 2002-03)

An introduction to processes involved in the formation of igneous and metamorphic rocks. The first half of the course includes inquiry into the classification, plate tectonic setting, and evolution of volcanic and plutonic igneous rocks. The second half includes study of progressive metamorphism, the pressure-temperature- time history of metamorphic rocks, and the relation between metamorphism and plate tectonics. Labs will include thin section studies of igneous and metamorphic rocks, as well as field trips in Vermont and the Adirondacks. (GL 211) 3 hrs. lect./3 hrs. lab./field trips.

GL 301 Plate Tectonics and World Geology (Not offered 2002-03)

Plate tectonic theory, proposed nearly 30 years ago, provides a dynamic sense of order to geology. It integrates seafloor spreading, subduction, and crustal rifting, and explains the distribution of mountain ranges. This course focuses on plate tectonic theory as it applies to continents in particular. Discussions will focus on new or controversial directions of study, including the origin of continents, suspect terrains, extension within convergent mountain belts, and the application of active continental tectonics to recognition of geologic hazards. The tectonic history of some of the world's major mountain belts will also be discussed. (GL 170, any 200-level GL course, or permission) 3 hrs. lect./1 hr. disc.

GL 321 Sedimentary Rocks (Not offered 2002-03)

An overview of the tools used in determining depositional environments and tectonic settings of sedimentary rocks. Lectures cover depositional systems and facies relationships, stratigraphic principles, origin of sedimentary structures and textures. Labs and field trips include methods in sedimentary basin analysis, sedimentary petrology. (GL 201 or GL 211) 3 hrs. lect., 3 hrs. lab./field trips.

GL 333 Glacial Geology (Spring)
This course will examine the specific landforms and processes germane to alpine and continental glacial environments. Topics will include: the fundamentals of glaciology, processes of glacial erosion and deposition, evolution of glaciated landscapes, interhemispheric synchrony of glaciations, and techniques for glacier reconstruction. Lab assignments will allow students to work with actual datasets from New England, the Rocky Mountains, and the polar regions. An overnight weekend field trip at the end of the semester will introduce students firsthand to alpine glacial landforms. (GG/GL 251, or permission) 3 hrs. lect., 3 hrs. lab. **SCI** (J. Munroe)

GL 342 Marine Geology (Not offered 2002-03)
The oceans cover over 70 percent of the Earth's surface, but only in the last few decades has extensive investigation of the geology of the Earth beneath the sea been possible. This course will present the results of these continuing investigations. Although the whole field of marine geology will be reviewed, the emphasis will be on marine sediments and sedimentary processes, and paleoceangraphy. Laboratory: synthesis of geological and geophysical data concerning a selected region of the ocean, with special emphasis on the results of the Deep Sea Drilling Project. (GL 161 or GL 170) 3 hrs. lect., 3 hrs. lab.

GL/GG 352 Quaternary Geology (Not offered 2002-03)
The Quaternary Period covers the last two million years, encompassing the Pleistocene ice ages and the evolution of modern humans. In addition to glacial advances and retreats, their causal mechanisms, and their effect on the landscape, this course examines how severe climatic fluctuations impacted nonglacial environments. Volcanic and tectonic activity also shaped the Quaternary world, leaving detailed records in rocks, sediments, and landforms. Explanations for major late Pleistocene extinctions are discussed in the context of abrupt climatic change and human populations and technology. Diverse, exciting new methods for interpreting and dating the Quaternary stratigraphic and paleoclimatic record are investigated. (GL 112 or GL 161 or GL 170) 2 hrs. lect., 3 hrs. lab. **SCI DED**

GL 382 Geophysics (Fall)
An introduction to the physical nature of the Earth from two perspectives: 1) Whole-Earth Geophysics: the large-scale properties of the planet, including formation, structure, gravity, orbital properties, and seismology, and 2) Geophysical Exploration: acquisition and interpretation of geophysical data derived from surface and satellite-based observation. (PH 109 or permission) 3 hrs. lect., 3 hrs. lab. (P. Manley)

GL 400 Research Seminar (Fall)
The seminar provides research experience at an advanced level in areas such as field techniques, laboratory techniques, geologic literature, and geologic writing. The course meets once a week, and students focus on some aspect of geologic research involving stratigraphy, tectonics, geochemistry, structural geology, geomorphology, or modern processes. GL 400 is required of all geology majors in their junior or senior year. The seminar is open to others by waiver. 3 hrs. disc. or lab. (P. Ryan)

GL 500 Readings and Research (Fall, Winter, Spring)
Individual or group independent study, laboratory or field research projects, readings and discussion of timely topics in earth and environmental science. *(Approval only)*

GL 700 Senior Research (Fall, Winter, Spring)
A two-unit senior program dedicated to original research in geological science, resulting in a written thesis, which must be orally defended. *(Approval only)*

GERMAN

Professors: Michael Geisler, Kamakshi Murti (chair); *Associate Professor:* Roman Graf; *Assistant Professor:* Bettina Matthias;

(See Department of German Web page for the most up-to-date course and staffing information).

The Department of German provides its students with a thorough training in German language and culture, enabling them to interact freely and easily with German native speakers in all areas of linguistic competency. Students will acquire a fundamental understanding of the social and cultural forces that have shaped German society, as well as the basic skills required for cultural and intercultural analysis.

The integration of the Middlebury program in Germany with the curriculua of the Freie Universität in Berlin and the Johannes-Gutenberg Universität in Mainz gives students a unique opportunity to work alongside German students in regular German undergraduate classes. It also significantly broadens choices in pursuing a German major or a double major. Students who choose to attend the Middlebury German School during the summer may use these credits to satisfy part of their major requirements.

The emphasis of the Middlebury German major is on German studies, i.e., the understanding of the major cultural, social, and historical forces that have shaped contemporary German society. Students who wish to specialize in the study of German literature, however, may continue to do so within the framework of the German studies orientation.

Requirements for the Major: Students are normally required to complete eight courses above the 200 level, including a capstone 700 level senior seminar or an 800 level honors thesis. At the beginning of each term a placement test is administered for incoming students to determine which course would be most suitable for their level of competence. The department expects that majors will spend at least one semester of study in a German-speaking country before graduating. Normally, they will spend one or two semesters at the Freie Universität in Berlin and/or the Johannes-Gutenberg Universität in Mainz.

Honors: To be a candidate for honors, students must have an average of at least B in German. Honors work is normally done during a student's last year at Middlebury.

Minor in German: The German minor consists of a sequence of five courses, starting at or above the 200 level. At least three of those courses must be at the 300 level. First-year students who place above the 200 level in the placement test must take at least one 400-level course as part of their minor. One course may be satisfied through advanced placement (AP) credit in combination with a departmental placement test. Students who receive AP credit start their minor on the 300 level.

Credit for Advanced Placement is given for scores of 4 or 5, a high score on the departmental placement test, and a placement conference with the student. Students must take at least one advanced course in the department to qualify for AP credit.

MIDDLEBURY IN GERMANY

The Middlebury School in Germany has sites located in Berlin and Mainz.

Berlin is Germany's capital and largest city. With the fall of the wall, the city has thoroughly reinvented itself, developing a new vigor and excitement that is unique indeed. The new Berlin has begun attracting young people, students, artists, musicians, and activists from all over the world. It is a city of contrasts and rich diversity, offering an amazing range of cultural possibilities, from the *Museuminsel* (the island of museums), the Berlin Philharmonica and the *Bauhaus-Archiv*, to the *Brandenburger Tor*, the SONY-Center at the *Potsdamer Platz* and the techno-music festival, the Love Parade. More than 160 museums, 50 theaters, and three opera houses make Berlin truly the cultural capital of Germany. The European exuberance of this multicultural metropolis manifests itself everywhere, as can be seen in the annual Berlin Film Festival.

Mainz is the state capital of the Rhineland-Palatinate, a city with historical roots reaching back more than 2,000 years to Roman times. Today Mainz serves, among other things, as headquarters of the ZDF, one of Europe's largest television networks. Centrally located, the city provides easy access to Frankfurt/Main, as well as other cultural centers in Germany and neighboring France. The Mainz *Fasenacht* (Mardi Gras), celebrated each year in mid-February, is famous throughout Germany for its colorful parades. And the university's name celebrates Johannes Gutenberg who in the year 1440 changed the literary world with the invention of the printing press.

The Middlebury School in Germany is open to all qualified students, German majors as well as others. Students interested in attending the program in their junior year should consult with the department as early as possible, but *at the latest in the fall of their sophomore year.* Prospective participants in the Berlin or Mainz programs must have completed *at least two courses beyond the 200 level* by the time they go to Germany. They must have an overall average of B or better and at least a B average in German.

A wide range of courses is available to Middlebury students abroad, including offerings in other departments, such as history, political science, or economics. By planning ahead in consultation with their advisers, students may find that they will be able to satisfy a significant part of their German major while studying in Germany, as well as making progress toward a potential second major by taking courses in that area.

Most courses taken at Berlin and Mainz will count toward the Middlebury German major, provided that they relate to German studies or German literature. However, each course may be counted only once: either toward German or toward another major. Final determination of which courses may be counted toward the German major will be made by the department chair in consultation with the director of the School in Germany who resides in Mainz.

GN 101 Beginning German (Fall)

Geared toward quick and early proficiency in comprehension and free expression. Grammatical structures are practiced through group activities and situational exercises (e.g., role-playing games and partner interviews). Active class participation by students is required and will be counted toward the final grade. Since this is an integrated approach, there will be laboratory assignments but no special drill sections. Classes meet five times a week. Students take GN 102 as their winter term course. 5 hrs. lect. **LNG** (B. Matthias, staff)

GN 103 Beginning German (Spring)

Continuation of GN 101 and 102. Increased emphasis on communicative competence through short oral presentations and the use of authentic German language materials (videos, songs, slides). Introduction to short prose writings and other documents relating to contemporary German culture. Five class meetings per week. (GN 101 plus winter term GN 102 or equivalent) 5 hrs. lect. **LNG** (B. Matthias, staff)

GN 201 Intermediate German (Fall)

The course meets four hours a week in sections of about 12 students. Using an interactive discussion format, the course combines a comprehensive grammar review with short readings relating to all aspects of German culture and everyday life. Students will also be introduced to the analysis and interpretation of literary, as well as nonliterary, texts. (GN 103 or equivalent) 4 hrs. lect. **LNG** (K. Murti)

GN 202 Intermediate German (Spring)

The course format is the same as GN 201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the students' fluency in spoken German and their facility in reading. 4 hrs. lect. **LNG** (K. Murti, staff)

GN/WG 226 To Veil or not to Veil: Germany and Islam (in English) (Spring)
Women's status in Islam is one of the most controversial and serious issues of our time. For those Muslim women who reside in a Judaeo-Christian environment, their status is further obfuscated by tensions between contested constructions of gender. This course offers a comparative and interdisciplinary perspective on gender construction in Germany as relating to Islam. We will interrogate some of the assumptions made about the formation and representation of 'femininity' within different cultural frameworks. Primary readings will include works by Özdamar, Senocak, Ören, Özakin, and Tekinay. This course is taught in English. It also provides WG credit. Students taking GN 226 will not be allowed to take GN 426 in subsequent semesters. *Students wishing to take this course for German credit should register under GN 426—see course description under GN 426.* 3 hr. lect./disc. **LIT SOC OTH CMP** (K. Murti)

GN/WG 228 Women's Fictions in German-Speaking Countries (in English) (CW) (Not offered 2002-03)
This course provides an overview of women's cultural productions from the Weimar period to Reunification and explores issues of gender, female authorship, personal and national identity, and the politicization of the private sphere within the German cultural context. Required texts include May Opitz, *Showing Our Colors*, Ingeborg Bachmann, *The Thirtieth Year*, Christa Wolf, *What Remains*, Lukens and Rosenberg, *Daughters of Eve*, Sue-Ellen Case, ed., *The Divided Homeland*. 3 hrs. lect. **LIT SOC EUR**

(Prerequisite for all 300-level courses and higher is GN 202 or the equivalent.)

GN 304 Advanced Writing Workshop (CW) (Fall)
With its emphasis on grammatical structures this course is designed to develop students' writing skills, bridging the 200-level courses and the advanced 300 and 400 levels. From initial sentences and short paragraphs to a final term paper the course tries to assist individual students with their specific problems with German compositions. In addition to frequent written assignments, students also read excerpts from several German papers and magazines in order to familiarize themselves with a variety of narrative styles. 3 hrs. lect. (staff)

GN 308 Coming to Terms with Nazism? (Not offered 2002-03)
One of the most important tasks of postwar Germany is to confront Hitler's legacy. How could a highly developed civilization such as Germany have fallen into the barbarism of the Third Reich? Drawing on literature from the 1945 "Zero Hour" to present discussions surrounding the Holocaust memorial in Berlin, this course presents representative examples of *Vergangenheitsbewältigung* ("coming to terms" with the past). We will examine texts by different generations of German writers (Borchert, Wolf, Weiss, Schlink), and trace the psychological, historical, and political debates on Nazi Germany (Alexander and Margarete Mitscherlich's *Inability to Mourn*, the Historians' Debate, and the German reception of Goldhagen's *Hitler's Willing Executioners*). **LIT EUR**

GN 310 German in Its Cultural Contexts (Not offered 2002-03)
The course invites students to explore the culture and civilization of the German-speaking world from hindsight. Beginning with the year 2000, we will discuss texts in reverse chronological order, allowing us to start our inquiry within the more accessible world of the present and then proceed to the less familiar past. Such an inversion will utilize our familiarity with events of the recent times to enhance comprehension of what preceded them in history. Thus, the more removed a topic is, the more insight the reader can bring to its investigation. A montage of written and visual materials will expose students to high-brow, mainstream, and marginal cultures alike. **LNG EUR**

GN 311 German Culture Since World War II (CW) (Not offered 2002-03)
Introduction to the culture, history, and society of contemporary Germany (East and West). The course draws on a wide variety of texts: short stories, films, television productions, essays, newspaper reports, as well as legal and historical documents. Topics include the reconstruction of Germany after World War II, the 1953 East German Workers' uprising, the 1968 student rebellion, the origins of European terrorism, post-war German art movements, Germany's attempts to cope with the legacy of the Holocaust, and the political and intellectual developments since reunification. Readings by Heinrich Böll, Peter Weiss, Christa Wolf, Peter Schneider, Jürgen Habermas, and others. A limited number of spaces are available in this class to satisfy the College writing requirement. **EUR**

GN 313 How Grim Are the Grimm Brothers? Rereading Fairy Tales (CW) (Not offered 2002-03)
This course focuses on modern (re)readings of the Grimm brothers' fairy tales. Starting with a discussion of the brothers' lives and the cultural setting at the beginning of the nineteenth century, we concentrate on contemporary issues in these tales. Various approaches to literature allow us to create many spheres of interpretation. Historical, textual, psychological, and philosophical readings generate an array of possible meanings for modern audiences. A limited number of spaces are available in this class to satisfy the College writing requirement. **LIT EUR**

GN/FM 314 German Cinema (in English and in German) (Fall)
Major trends and movements of German film history from the classic period of German Expressionism (Wiene, Lang, Murnau, Pabst) to the Fascist propaganda film (Harlan, Riefenstahl), the post-World War II "rubble films," and finally the rise and fall of New German Cinema (Fassbinder, Kluge, Wenders, Herzog, von Trotta). Issues to be discussed include history in film and film as history, the "aestheticization of politics" in Nazi cinema, "auteurist

cinema," German film theory and criticism (Arnheim, Benjamin, Kracauer, Wenders), and finally, film as an instrument of public discourse. This course is taught in English with two discussion sections: one in English (for students without German language background) and one in German (for German majors and minors). **ART EUR** (M. Geisler)

GN 321 Business German and German Business (Not offered 2002-03)
The course begins with an overview of the German economy since World War II. Students are then introduced to the concepts and vocabulary commonly occurring in German business language. An aim of the course is to help students acquire the skills needed to read with understanding and discuss competently the business and economic pages of German newspapers. Emphasis will be on practical examples, oral and written.

GN 325 Representing the Unthinkable: The Holocaust in Art and Literature (in English) (Not offered 2002-03)
Since the end of World War II, historians, social scientists, and psychologists have tried to find reasons and explanations for the Holocaust in Germany. Yet these accounts cannot fully satisfy our quest for understanding. Can art and literature illuminate those dimensions left unanswered by historical and psychological approaches? This course presents an overview of Holocaust representations in art and literature. Examining paintings and films, and reading survivors' testimonies, novels, poetry, and even comics, we address the following questions: How can art and literature represent the Holocaust? How can words express Auschwitz? Can the Holocaust be represented at all? 3 hrs. lect. **LIT EUR**

GN 330 Rethinking Literature (Not offered 2002-03)
This course focuses on the "literary" as a force within cultural discourse. A thorough understanding of literary periods and genres serves as the background for a critical investigation of modern theoretical approaches to literary texts. Discussing major works of German literature, students explore the notion of "literariness" in its various cultural contexts. **LIT EUR**

GN 332 Imaginative Voyages (CW) (Not offered 2002-03)
"The lore of faraway places," Walter Benjamin writes, "is a fundamental part of storytelling. Journeys lead to stories. And stories lead to other journeys: imaginative voyages taken by the listener or reader." In this course, we will examine a wide range of narratives about journeys, paying special attention to recent theories regarding colonialism and travel. We will investigate recurring themes in travel fictions and travelogues: banishment, sexual conquest, violence toward "nature," getting lost, finding one's way "home." Readings will include works by Alexander Humboldt, Goethe, Pfeiffer, Hahn-Hahn, Hesse, and Grass, as well as newspaper and journal articles. 3 hrs. lect./disc. **LIT EUR**

GN/LI 333 Dealing with the Devil: The "Faust" Tradition (in English) (Not offered 2002-03)
Would you sell your soul to the devil if you could receive whatever you wanted in return? Faust made that deal for ultimate knowledge. Did he achieve his goal? Can the devil be trusted? Who wins in such a scenario: Faust or the devil? The search for knowledge and its inherent pitfalls have occupied cultures for centuries. The "Faust" *Stoff* emanates from a literary tradition that revolves around this search and connects it with the inexplicable forces of the supernatural. We can find "Faust" in music, literature, and the visual arts not only all over Europe, but also in the United States. This course focuses on a discussion of "Faust" in music and literature, primarily in the works of Marlowe, Goethe, Gounod, Liszt, Mann, Bulgakov, and Kerouac. 3 hrs. lect./disc. **LIT EUR**

GN 336 German Rhythms: Poetry, Ballads, Songs (CW) (Not offered 2002-03)
Germany is known as "the country of poets and thinkers," but courses rarely address the literal meaning of this term. This class will explore German poetry from the Middle Ages to contemporary German poetry; the forms and "costumes" that poetry comes in (ballads, songs, aphorisms, commercials etc.); and the topics that make Germans 'muse.' At the same time, this class will introduce students to various ways of reading and interpreting (poetic) texts, to tools and approaches that will help unlock texts that, traditionally, have the reputation of being less easily accessible than prose. Limited places available for students to satisfy the College writing requirement. **LIT EUR**

GN 401 The Age of Classicism (Not offered 2002-03)
A representative selection of Goethe's early and mature works will provide the framework of the course. The students will be given insight into the artistic development of a single great figure and the surrounding minor literary figures. Readings will include an early novel of Goethe's, lyrics from throughout his career, and several plays. Some of Schiller's poems, essays, and plays will be used to counterpoint Goethe's intellectual and artistic development.

GN 403 From Weimar to Hitler (CW) (Not offered 2002-03)
This course examines the brief and intense period of artistic creativity and political upheaval in Germany's first democracy, the Weimar Republic. Beginning with Germany's humiliating defeat in World War I, we will cover the implications of the Versailles Treaty, the *Dolchstoß* (stab-in-the-back) theory, the stillborn revolution of 1918-1919, and the growing political polarization and apathy leading to Hitler's rise to power. Contrasting the political decline with the increase in cultural productivity, we will discuss the artists' outcry for spiritual rebirth, examining the development of Expressionism, Dadaism, and New Objectivity in literature, visual arts, theater, and film. Readings include texts by Lasker-Schüler, Toller, Fallada, Kafka, Brecht, and Thomas Mann. 3 hrs. lect. **LIT EUR**

GN 412 The Berlin Wall: Then and Now (Not offered 2002-03)

From 1961 to 1989 the Berlin Wall was a physical reminder of the ideological divide separating East and West Germany. We will examine the wall's inception, its history, and the role it played in the political, cultural, and literary landscapes of divided Germany. We will also investigate the evidence of a persistent "inner wall" that continues to separate East and West Germans after political reunification. Our texts will interrogate the perspectives of both East and West and will include journalistic accounts, speeches, films and documentaries, and fiction from writers such as Christa Wolf and Peter Schneider.

GN 416 Identity Politics in a Unified Germany (Not offered 2002-03)

The debate over German identity has taken on more conflicted dimensions since the recent unification of the two Germanies. The increasingly multicultural nature of the German society foregrounds questions about the homogeneity of the German identity. This course explores a variety of texts dealing with identity construction in which attempts to create a coherent and cohesive identity use 'others' based on race, religion, sexual orientation, gender, and physical ability. Texts: Volker Braun, Unvollendete Geschichte; Gertrud Kolmar, Eine jüdische Mutter; Kemal Kurt, Was ist die Mehrzahl von Heimat?; Christa Wolf, Auf dem Weg nach Tabou; May Ayim, Grenzenlos und unverschämt.

GN/MU 417 "Musically Speaking": Close Encounters of Music and Literature in the Nineteenth Century (in English and in German) (Not offered 2002-03)

In this course we will look at the German musical-literary landscape in the nineteenth and early twentieth century with special emphasis on forms that merge music and literature (the "Lied," the "Künstlernovelle," the musical poem, opera). Eighteenth century aesthetics prepared the ground for a new approach to artistic production, and the nineteenth century witnessed an intense experimentation with the limits and possibilities of various artistic media and a deep concern with the (social) status of the artist. Taking a closer look at these "mixed" genres will provide insights in the development of the aesthetics of music and literature in the nineteenth century. As offered in English, this is comparable to a 200-level course. This course is taught in English with 2 discussion sections: one in English (for students without German language background) and one in German (for students wanting German credit). This course also provides Music credit. 3 hrs. lect.

GN 420 "America" in the German Imagination (CW) (Not offered 2002-03)

This course looks at "America" as the great imaginary Other of German culture. Discussions focus on the way America was functionalized as a shifting metaphor by diverse political and cultural factions from Weimar modernism to the racist connotations inscribed by the Nazis, the Americanization of (West) German culture after World War II, and the anti-Americanism of the sixties and seventies. The course traces the impact of the American Dream on the German collective imaginary as documented in literature and drama (Brecht, Johnson), reportage, travelogue, and essay (Kisch, Enzensberger), and, above all, popular literature (Karl May's German "westerns"), film, and media (Wenders, Adlon).

GN 421 Modern German Drama (Not offered 2002-03)

The resurgence of German drama after World War I will be the center of discussion. Plays to be analyzed include works of Goering, Toller, Bertolt Brecht, and Carl Zuckmayer. As the newfound dramatic language is closely connected with developments in German cinema of the period, selections from this medium will be included as well, among them *Der blaue Engel*, *Metropolis*, and *Nosferatu*. **LIT EUR**

GN 425 Making Gender, Making History: Constructing Femininities and Masculinities in Nineteenth-Century Germany (Not offered 2002-03)

The course will examine the socio-historical construction of gender in a variety of literary and nonliterary German texts and contexts. Readings and discussions will interrogate some of the contributions of nineteenth-century literature, medicine, law, sociology, art, and other discourses to the formation and representation of "masculinity" and "femininity," as well as the cultural uses of such en/gendering. **LIT EUR**

GN/WG 426 To Veil or not to Veil: Germany and Islam (in English & in German) (CW 5) (Spring)

Women's status in Islam is one of the most controversial and serious issues of our time. For those Muslim women who reside in a Judeo-Christian environment, their status is further obfuscated by tensions between contested constructions of gender. This course offers a comparative and interdisciplinary perspective on gender construction in Germany as relating to Islam. We will interrogate some of the assumptions made about the formation and representation of 'femininity' within different cultural frameworks. Primary readings will include works by *Özdamar*, *Senocak*, *Ören*, *Özakin*, and *Tekinay*. Lectures for this course will be given in English, with a discussion section in German for students wanting German credit. ***Students wishing to take this course in English should register under GN 226 - see course description under GN 226.*** The course also provides WG credit. Students taking this course will not be allowed to take GN 226 in subsequent semesters. 3 hr. lect./disc. (K. Murti)

GN 432 Freud, Jokes, and the German Comedy (Fall)

Comedies in German literature are rare. Germans, it seems, are not especially well known for their sense of humor, but why is this so? Drawing on Freud's essay "Jokes and Their Relation to the Unconscious" (1905), we will discuss the function of jokes and humor to question traditional notions of the comic and to develop a broader definition of the genre of comedy. Readings from Lessing, Kleist, Schnitzler, Sternheim, and Jelinek will help us to problematize the "happy ending" as a characteristic feature of the genre and to examine gender roles in comedy. (B. Matthias)

GN/GG/IS 436 Terrorism (in English) (CW 2) (Spring)
See International Studies listing for description. This course is equivalent to IS 436 and GG 436. Register for this course under IS 436. (M.Geisler, T.Mayer)

GN 460 Fin-de-siècle Vienna (CW) (Not offered in 2002-03))
Major innovations in art, architecture, music, and literature occurred in Vienna at the turn of the century. Politically the Habsburg monarchy was, unknowingly, nearing its end. Despite contributions by Gustav Klimt, Otto Wagner, Arnold Schönberg, and Arthur Schnitzler, scholarship often viewed fin-de-siècle Vienna as a period of decline and decay in which art and literature were characteristically apolitical. In this course an introduction to the historical, political, and cultural events of the Habsburg monarchy serves as background information through which to examine the literary texts. We explore works by representative authors within this socio-historical setting to find evidence of the authors' political engagement. Senior seminar taught in German. 3 hrs. lect. **EUR**

GN480 Creating Interactive Text in German (Not offered in 2002-03)
This course gives students the opportunity to participate in the creation of a German interactive text, using HyperCard. Working as a group, we will produce materials to be integrated into an interactive guided reading program. The program will be used as an annotated text in future 200- and 300-level German courses. Students will be assigned individual research projects, e.g., vocabulary/grammar aids, pertinent historical or cultural information, or the creation or preparation of maps and visuals related to the base text. There will be a different base text (or film) each time the course is taught. Geared toward seniors or students with advance language skills.

GN 500 Independent Study
(Approval only)

GN 700 Senior Seminar (Spring)
The capstone course for the German major, this senior seminar provides a venue for discussing a wide variety of texts pertaining to German Studies, including literature, philosophy, the arts, film and media, as well as major social and political issues. *For a detailed description of the current offering, please visit the German Department web page at http://www.middlebury.edu/~german/courses/index.html.* (staff)

GN 800 Honors Project
(Approval only)

HISTORY

Professors: Travis Jacobs, David Macey, John McCardell (president), Paul Monod, Neil Waters, Don Wyatt; *Associate Professors:* Darién Davis (on leave), Elizabeth Endicott, William Hart, James Ralph; *Assistant Professors:* Ian Barrow (on leave), Louisa Burnham, Jennifer Heuer, Kathryn Morse; *Instructors:* Amy Feely, Jacob Tropp; *Humanities Professor:* James West.

The Department of History seeks to instill in its majors and in students from other disciplines who sample its offerings the awareness that no effort to make the past meaningful, the present intelligible, or the future conceivable can be divorced from the effort to comprehend change over time. The department encourages the intelligent application of that effort by asking students to regard themselves and their culture as changing entities in a historical continuum, not as the purpose or culmination of the past. Because the culture that surrounds us is rooted in the history of the West, majors are expected to take courses on the European and American past. To develop both a broader perspective on human history and a vantage point from which to reexamine their own past, majors also take courses outside of the geographical confines of the traditional West, and outside of the temporal confines of the last two centuries.

Because the field of history is inherently interdisciplinary, the department makes use of a variety of methodologies in its effort to produce students who can examine, discuss, and write about complex issues with intelligence and lucidity. It emphasizes training in research, critical analysis, writing, and oral expression. These are skills in broad demand in business, government service, international relations, law, and teaching.

Required for the Major in History: Each major must take 12 history courses before graduation, including: (1) at least one but no more than three 100-level courses; (2) HI 203; (3) at least one course in European history (which may include Russia/Soviet Union) *and* one other course in the history of Asia, Africa, Latin America or Russia/Soviet Union, taken above the 100 level; (4) a reading seminar and a research seminar; (5) a two-term senior thesis, which counts as two of the required 12 courses.

Two of the courses required for the major must deal primarily with the period before 1800; HI 203 cannot be used to fill this requirement. In addition to winter term senior thesis study, one other winter term history course may be counted toward the number of courses necessary for a major in history. With permission of the department, up to two cognate courses in historical aspects of other disciplines may be counted toward a major in history.

Students planning to spend all or part of the junior year abroad should consult with the department before the second semester of the sophomore year. Students interested in combining a history major with the teacher education program should ensure, through consultation with both the program and the department, that they will have no conflicts in their schedules.

Advanced Placement: An Advanced Placement (AP) grade of 4 or 5 in a history subject supplies two college credits, but counts for only one course towards the major requirement of 12 history courses. An AP grade of 4 or 5 in a history subject cannot substitute for taking a 100-level course. An AP grade of 4 or 5 in American history can substitute for HI 203. A student with such an AP grade can take HI 203 for credit, but cannot take HI 204 for credit. A student with such an AP grade who chooses not to take HI 203 will be required to take a 300-level course in American history.

Joint Major: A student who is a joint major in history and another department must take a total of at least eight courses in history, chosen in consultation with a faculty adviser. Cognates are not allowed. A student must take at least one course in two of the three sub-fields (Europe, U.S. and Asia, Africa, Latin America or Russia/Soviet Union), and one course in the period before 1800. The choice of courses should depend upon the need to achieve an intellectual coherence and integrity in the student's program. Joint majors must take a reading and a research seminar and must write a two-term thesis combining the skills of both major disciplines. In many cases, the requirements of a double major are only a little more difficult to fulfill and can prove more intellectually satisfying.

International Studies Majors with Disciplinary Focus in History:

1. A 100-level course taken at Middlebury.
2. Four other lecture or readings courses, including at least two regional courses above the 100 level and at least one course outside the regional focus. These should be taken at Middlebury, but with the permission of the history adviser, they can be taken abroad
3. A 400-level research seminar normally taken in the senior year. This seminar, which will be in one of the regions covered in the international studies major, must be taken at Middlebury. Students may substitute a two-term senior thesis for the research seminar.

Minors in History: **I.** European history (five courses): (1) HI 103 or HI 104; (2) three of the following: HI 242, HI 243, HI 244, HI 245, HI 246, HI 247, HI 248, HI 253, HI 254, HI 341, HI 349, HI 350; and (3) one reading seminar in European history: HI 401, HI 402, HI 403, HI 404, HI 412, HI 413, HI 415, or HI 416.

II. American history (five courses): (1) HI 203; (2) three of the following: HI 204, HI 362, HI 363, HI 364, HI 365, HI 366, HI 367, HI 368, HI 371, HI 372, HI 373, HI 374, HI 375, HI 376, and HI377 and (3) one reading seminar: HI 400, HI 405, HI 406, HI 407, or HI 408.

III. Latin American history (four courses): (1) HI 285 and HI 286; (2) one of the following: HI 103, HI 104, HI 105, HI 243, HI 244, or HI 245; (3) HI 410, HI 411, or HI 428.

IV. Asian history (five courses): (1) HI 111 or HI 112; (2) three of the following, including one course each on China and Japan; at least one of the three must focus on the pre-1800 era: HI 101, HI 102, HI 231, HI 232, HI 133, HI 234, HI 235, HI 236, HI 237, HI 238 and HI 239; (3) HI 409, HI 414 or HI 418.

V. African history (four courses): (1) HI 225 and HI 226; (2) one of the following: HI 102, HI 105, HI 245, HI 246, HI 371, HI 372, HI 377, HI 422; (3) HI 419 or HI 421.

Honors: A student must have at least a 3.2 average or above in history department courses other than the senior thesis, have an oral examination on the senior thesis, and receive a grade of at least B+ on the thesis (HI 700).

HI 100-LEVEL COURSES

The 100-level courses deal with events and processes that affect human societies over long periods of time and across broad geographical areas not confined to national boundaries. These courses include components that act as introductions to the field of history.

HI 200-LEVEL COURSES

These are lecture courses that deal with a single cultural or national entity, or a clearly related group of such entities, over a substantial period of time (usually a century or more).

HI 300-LEVEL COURSES

These courses, for the most part, are temporally or topically focused courses. Most of them are also lecture courses.

Courses with a 100-, 200-, or 300-level designation generally meet for two one-hour lectures and a one-hour discussion section (12-18 students) each week. In addition to examinations, these courses usually require a formal paper or its equivalent. HI 400-430 Reading Seminars. Unlike the courses below the 400 level, which are primarily lecture courses, these courses are reading seminars on particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority.

HI 431-450 INTERNATIONAL STUDIES SEMINARS

These seminars are "capstone" courses required for the international studies major. They are thematic, interdisciplinary, cross-regional, and team-taught. Students who are not IS majors may take these courses for departmental credit, but they will not normally fulfill the history department major requirement of a 400-level reading seminar.

HI 451-460 WRITING AND RESEARCH SEMINARS

The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course students write a long paper on a subject of their choosing in consultation with the instructor. Only students going abroad for the entire junior year may take the research seminar in the spring of the sophomore year. The research seminar is required of majors in their junior year and is open to others by waiver.

HI 700 SENIOR INDEPENDENT STUDY

All senior history majors will write a two-term thesis under an adviser in the area of their choosing. The department encourages students to do their theses during the fall and winter terms. Further information about the thesis is available from the department.

LECTURE COURSES

HI 101 In the Footsteps of Alexander the Great (Not offered 2002-03)

This course introduces students to the study of Eurasian history. We will follow Alexander's route from Greece through Turkey, Iran and into Pakistan by reading near-contemporary accounts and modern histories. At the beginning of each week we will read about his journey into new territory, while in the second half of the week we will explore that same area, but in a time period that is more recent. As we follow Alexander to the East, therefore, we will also examine the Greek/Turkish troubles in Cyprus, the Baath and Islamic revolutions in Iraq and Iran, and the Taliban successes and failures in Afghanistan. We will therefore use the narrative of Alexander's journey as a way of linking contemporary and ancient history, thinking across space as well as through time. A core course for the international studies major. **HIS OTH AAL CMP**

HI 102 History Across Frontiers: The Eurasian World in the Age of Empires (Not offered 2002-03)

No understanding of contemporary geography, politics, or economics is complete without acquaintance with the history of empires. Yet empires are difficult to characterize: what similarities exist between the Mughal governments of the sixteenth and seventeenth centuries and the British colonial administration of the eighteenth and nineteenth centuries? Are they called empires only because of their claims to world domination, or do they exhibit forms of rule common to all empires? To address these questions, we will focus on how the Mughals in India, the Safavids in Persia, and the Ottomans in Turkey interacted. A core course for the international studies major. **HIS SOC OTH AAL CMP**

HI 103 The Making of Europe (Fall)

This course covers the history of Western Europe from the death of Caesar in 44 B.C. to the Peace of Westphalia in A.D. 1648. We will examine three interrelated themes: political authority within European society, the development of the religious culture of the West and the challenges to that culture, and the ways in which the development of a European economy contributed to the making of Europe itself. While examining these questions from the Roman Empire to early-modern Europe, emphasis will be placed on the use of original sources, and on how historians interpret the past. (Not open to seniors.) 2 hrs. lect./1 hr. disc. **HIS SOC EUR** (L. Burnham)

HI 104 States and Revolutions (Next offered 2003-04)

Most powerful modern states trace their origins to some dramatic upheaval in government and society: a revolution. From where did the idea of revolution come, and why has it been so important in the formation of national states and identities? This course will focus particularly on the English tumults of the seventeenth century, on the French Revolution of 1789-94, on the revolutions of 1848 in Europe, and finally on the Russian Revolution and its worldwide consequences. We will consider what these events may have in common, and whether they represent an age of revolutions that has only recently ended. (Not open to seniors.) **HIS SOC EUR**

HI 105 The Atlantic World, 1492-1900 (Spring)

Linking the Americas with Europe and Africa, the Atlantic has been a major conduit for the movement of peoples, goods, diseases, and cultures. This course will explore specific examples of transatlantic interchange, from imperialism and slave trade to religious movements, consumerism, and the rise of national consciousness. It will adopt a broad comparative perspective, ranging across regional, national, and ethnic boundaries. We will consider the varied experiences of Native Americans, Africans, and Europeans as they struggled to establish their own identities within a rapidly changing Atlantic world. 2 hrs. lect./1 hr. disc. **HIS SOC OTH CMP** (P. Monod)

HI 111 Early East Asia (Fall)

This course deals with the civilizations of China and Japan in the centuries before extended contact with the West. The course is more topical than comprehensive, focusing on the philosophical, religious, and social values that defined and linked the cultures of the "Sinic zone," and on the characteristics that made them distinct. Topics include: Chinese cosmology, Confucianism, Buddhism, the Japanese creation myths, Heian society, and the emergence of the samurai. Recommended for students with little or no background in East Asian history. (Not open to students who have taken HI 231 or HI 235.) 2 hrs. lect./1 hr. disc. **HIS SOC OTH AAL CMP** (N. Waters)

HI 112 Modern East Asia (CW 5) (Spring)

This course examines the East Asian region from approximately 1650 to the present. Students are expected to look beyond the confines of the "Western stimulus, Asian response" interpretation of East-West relations; East Asia's encounter with the West is treated as a collision of vastly different, mutually uncomprehending cultural traditions. Not open to students who have taken HI 232 or HI 236. Limited places available for students to satisfy the College writing requirement. 2 hrs. lect./1 hr. disc. **HIS SOC OTH AAL CMP** (E. Endicott)

HI/CL 131 Archaic and Classical Greece (Not offered 2002-03))

See Department of Classics for description. **HIS LIT EUR**

HI/CL 132 History of Rome (Not offered 2002-03)

See Department of Classics for description. **HIS LIT EUR**

HI 133 Nomads of Eurasia (Spring)

This course will investigate the age-old conflict and coexistence of nomadic peoples and their sedentary neighbors in Eurasia. The persistence of the nomadic way of life into the twenty-first century suggests its adaptability in the face of often hostile political and social forces. The histories and cultures of nomadic peoples ranging from Afghanistan and the Middle East to Tibet and Mongolia will be examined. Central Asian Turkic peoples such as the Kazakhs and Kyrgyz will also be included. (formerly HI 233) 2.5 hrs. lect./disc. **HIS SOC OTH AAL CMP** (E. Endicott)

HI 203 United States History: 1492-1861 (CW 10) (Fall)
A survey of American political, social, and intellectual developments from the colonial period to the Civil War. Students receiving AP credit in American history may take HI 203 for credit. 2 hrs. lect., 1 hr. disc. **HIS SOC USA NOR** (W. Hart, A. Feely)

HI 204 United States History: 1861-1960 (CW 10) (Spring)
An overview of the evolution of modern America from the Civil War to the election of John Kennedy, with special attention given to the rise of industrial capitalism and its impact upon politics, economics, and social thought. A continuation of HI 203, but an independent course; there are no prerequisites. Students with AP credit in American history may not take HI 204 for credit. 2 hrs. lect., 1 hr. disc. **HIS SOC USA NOR** (J. Ralph, A. Feely)

HI/EC 220 American Economic History since 1865 (CW) (Fall)
See economic department listings for description. **SOC HIS USA NOR** (R. Prasch)

HI 222 Introduction to Environmental History (Spring)
This introduction to the history of human interactions with the physical environment focuses on case studies, including European settlement of the New World, industrialization, fire, warfare, and the modern environmental movement, both in the United States and beyond its borders. The course explores several themes, including the consequences of European expansion for human communities and their environments; shifting understandings of nature; cities and their hinterlands as different ways that humans organize nature; and class and race as factors in the human experience of nature and of environmentalism. 2 hrs. lect., 1 hr. disc. **HIS SOC USA NOR** (K. Morse)

HI 225 History of Africa to 1800 (Fall)
This course offers an introductory survey of African history from earliest times to 1800. Through lectures, discussions, readings, and films, we will explore Africa's complex and diverse precolonial past. Themes examined in the course include development of long-distance trade networks, the linkages between ecological change and social dynamics, the formation of large precolonial states, and the transatlantic slave trade and its impact on social and economic relations within Africa. A broader concern in the course is how we have come to understand the meaning of "Africa" itself and what is at stake in interpreting Africa's precolonial history. 2 hrs. lect./1 hr. disc. **HIS SOC OTH AAL** (J. Tropp)

HI 226 History of Modern Africa (Spring)
We begin looking at revolutions in the early nineteenth century and the transformations surrounding the slave trade. Next we examine the European colonization of the continent, exploring how diverse interventions into Africans' lives had complex effects on political authority, class and generational dynamics, gender relations, ethnic and cultural identities, and rural and urban livelihoods. After exploring Africans' struggles against colonial rule in day-to-day practices and mass political movements, the last few weeks cover Africa's transition to independence and the postcolonial era, including the experience of neo-colonialism, ethnic conflict, poverty, and demographic crisis. 2 hrs. lect./1 hr. disc. **HIS SOC OTH AAL** (J. Tropp)

HI 231 Imperial China (5 CW) (Fall)
The history of China, from her cultural beginnings up to the conflicts with the West in the1840s and the internal unrest of the1850s and 1860s. Special attention will be directed toward the social, institutional, and intellectual processes, such as dynastic succession and bureaucratic centralization that were key constituents in shaping China's traditional period of development. 2 hrs. lect./1 hr. disc. **HIS SOC OTH AAL** (E. Endicott)

HI 232 Modern China (5 CW) (Spring)
The history of China from the mid-nineteenth century to the present. Concentration on the problems of modernization, the rise of Mao as charismatic leader, revolution and the installation of socialism, and the building of an agrarian communist nation-state. Particular consideration will also be given to the contemporary social, political, and economic conditions prevailing in the People's Republic of China. Limited places available for students to satisfy the College writing requirement. 2 hrs. lect./1 hr. disc. **HIS SOC OTH AAL** (D. Wyatt)

HI/JA 235 The History of Pre-Modern Japan (5 CW) (Fall)
A study of the cultural, literary, and institutional history of Japan from the earliest times through the establishment of the Tokugawa shogunate. Major themes include: the evolution of Japanese aesthetics, warrior ethics, adaptation and "Japanification" of Chinese institutions, imperial legitimacy, and other concepts and processes that set Japan apart from other nations. 2 hrs. lect./1 hr. disc. **HIS SOC OTH AAL** (N. Waters)

HI/JA 236 The History of Modern Japan (5 CW) (Not offered 2002-03)
The social, intellectual, and institutional milestones in the evolution of Japan from about 1700 to the present. Topics include: the transmutation of bushido (the way of the warrior) and other Tokugawa values into modern forms, the emergence of nationalism, the road to Pearl Harbor, and the historical roots of the economic achievements of contemporary Japan. **HIS SOC OTH AAL**

HI/PA 237 Chinese Philosophy (Fall)
A survey of the dominant philosophies of China, beginning with the establishment of the earliest intellectual orientations, moving to the emergence of the competing schools of the fifth century B.C., and concluding with the modern adoption and adaptation of Marxist thought. Early native alternatives to Confucian philosophy (such as Mohism, Daoism, and Legalism) and later foreign ones (such as Buddhism and Marxism) will be stressed. We will scrutinize individual thinkers with reference to their philosophical contributions and assess the implications of their ideas with reference to their historical contexts and comparative significance. 2.5 hrs. lect./disc. **PHL HIS OTH AAL** (D. Wyatt)

HI 238 Ancient and Medieval India (Not offered 2002-03)
This course is an introduction to the historical study of premodern India. The course will cover the period from the Indus Valley Civilization to the heyday of the Mughal empire. We will examine the controversies swirling around the Indus Civilization, the Aryan invasions, and the establishment of caste and kingship as the basis of early Indian government. We will then proceed to read about subsequent empires, including the Mauryas, the Guptas, and the Islamic Sultanates. We will read a variety of texts, from traditional history books, to original sources (e.g., literature, religious tracts, and contemporary political commentaries) **HIS OTH AAL**

HI 239 Modern India (Not offered 2002-03)
This course will be an introduction to modern Indian history. We will examine political events and social conditions since the decline of the Mughal Empire and the rise of the British Empire in the eighteenth century. We will also focus on three questions: Why did the British have an Indian Empire? How did India gain its independence in 1947? And what is India's postcolonial predicament? As an aid to answering these questions, the class will read a variety of texts, including primary sources, novels and histories. **HIS OTH AAL**

HI 241 Europe in the Early Middle Ages (Spring)
This course covers the formative centuries in European history which witnessed the emergence of Western Europe as a distinct civilization. During this period, A. D. 300-1050, the three major building blocks of Western European culture – the classical tradition of Greco-Roman antiquity, the Judeo-Christian tradition, and Germanic tradition—met and fused into an uneasy synthesis that gave Western Europe its cultural, ethnic, linguistic, and religious foundations. 2 hrs. lect./1 hr. disc. **HIS EUR SOC** (L. Burnham)

HI 242 Europe in the High Middle Ages (Not offered 2002-03)
This course covers the development and expansion of western European civilization from approximately 1050 to 1300. This period witnessed the rise of towns, commerce, universities, and cathedrals, as well as important developments in the areas of politics, philosophy, and Western culture. Together, these achievements represent a fundamental shift in western Europe from an impoverished, besieged society to a dynamic civilization that established the institutions and assumptions on which the modern West is based. The goal of this class is to view these achievements of medieval Europe in their own context, with appreciation of the methodological problems presented by medieval sources. **HIS SOC EUR**

HI 243 Renaissance Europe (Not offered 2002-03)
The fourteenth, fifteenth, and early sixteenth centuries marked a period of dramatic change in European history. As the medieval outlook broke down under the pressures of plague, economic decline, and religious dissent, European society found itself questioning many of its fundamental assumptions. This course explores the transition between the medieval and modern worlds by focusing on how Europe's political and social institutions adapted to meet the changing conditions. The relationship between late medieval heresies, Renaissance humanism, and early Protestantism will be examined, including the roles of women and lower classes in early modern society. **HIS SOC EUR**

HI 244 Society and Culture in Early Modern Europe, 1555-1789 (Not offered 2002-03)
War, famine, and disease marked the terrible "iron century" of European history, from 1550 to 1660. Out of this frightful crucible, modern society was created. We will trace this troubled genesis from the aftershocks of the Reformation to the first rumblings of the French Revolution, stressing the conflicts that gave rise to the modern world: monarchy vs. "liberty," religion vs. "enlightenment," elite vs. popular culture. Topics such as the family, witchcraft, warfare, and fashion will be given special attention. **HIS SOC EUR**

HI 245 History of Modern Europe: 1800-1900 (Fall)
This course will trace several complex threads across the nineteenth century, a period that saw enormous changes in economic structures, political practices, and the experience of daily life. We will look specifically at the construction of nation-states, the industrial revolution and its effects on the lives of the different social classes, the shift from rural to urban life, and the rise of mass culture and its political forms. Taking a cultural perspective, we will consider, for example, the language of working-class politics, the painting of modern urban life, and imperialism in popular culture. 2 hrs. lect./1 hr. disc. **HIS SOC EUR** (J. Heuer)

HI 246 History of Modern Europe: 1900-1989 (Spring)
Revolution in Eastern Europe and unification in Western Europe have reshaped the contours of the twentieth century. This course will move from turn-of-the-century developments in mass culture and politics through World War I and II, the rise and fall of fascism, and on into the postwar era. This century has seen a series of radically

new ideas, catastrophes, and then renewed searches for stability. But we will also investigate century-long movements, including de-colonization, the creation of sophisticated consumer cultures, and the battles among ideas of nationalism, ethnicity, and international interdependency. 2 hrs. lect./1 hr. disc. **HIS SOC EUR** (J. Heuer)

HI 247 Traditional Russia (Fall)
This course will examine the social, economic, and political history of Russia, focusing on the relationship between the centralized and autocratic state and Russia's different social groups and the emergence of an autocratic and statist political culture. The course will cover the Kievan, Muscovite, and Imperial periods and end with the reforms and counter-reforms of the 1860s and 1880s and the rise of the revolutionary movement. 2 hrs. lect./1 hr. disc. **HIS SOC OTH AAL** (J. West)

HI 248 Modern Russia (CW 5) (Spring)
Russia at the turn of the century was faced with a crisis of transition from the traditional world to the modern. The first half of this course will focus on the social, economic, and political causes of the crisis, culminating in the Russian Revolutions of 1917. The course then follows the revolution through the civil war and NEP periods to Stalin's "Revolution from Above," which was largely responsible for creating the Soviet Union as we knew it. The course concludes by examining the emergence, under Gorbachev and Yeltsin, of yet another stage in the ongoing struggle to modernize. 2 hrs. lect./1 hr. disc. **HIS SOC OTH AAL** (J. West)

HI 253 British History: 1603-1815 (Fall)
The medieval pattern of English society disintegrated in the seventeenth century. The unity of the English Church, the relationship between Crown and Parliament, even the social hierarchy, were threatened by new developments. After generations of civil war, revolution, and party strife, the eighteenth century saw the establishment of an oligarchical but more flexible order, able to withstand the challenges of radicalism and the American and French revolutions. By 1815 Britain, at the peak of its power in Europe, was already beginning to experience tensions of industrialism. This course will concentrate on the religious, social, and political aspects of these transformations. 2 hrs. lect./1 hr. disc. **HIS EUR** (P. Monod)

HI 254 British History: 1815-1979 (Not offered 2002-03)
The spectacular rise and dramatic decline of Britain as an imperial and industrial power is the central theme of this course. The century after 1815 was an age of political and social reform and the apogee of middle class culture. But in 1914 the crucial problems of women's rights, of labor against capital, and of Irish nationalism remained unsolved. War and economic depression followed. The Labour Party tried, and failed, to create a social democracy out of postwar Britain. Today, empire gone and industry spent, Britain continues to provide both warning and example to the rest of the world. **HIS EUR**

HI/MU 256 Weimar Culture (Spring)
This course will examine the catastrophic collision of tradition and modernity in the Weimar Republic (1919-1933). We will trace the evolution of Germany's politics of Kultur in the decades preceding WW I. The modernist explosion of the Weimar period forms the centerpiece of the course. We will conclude with a consideration of the rise of Nazism in the 1930s. In addition to films and a wide range of musical works, readings will include: Stern, *The Politics of Cultural Despair*; Nietzsche, *Thus Spoke Zarathustra*; Thomas Mann, *The Magic Mountain*; Gay, *Weimar Culture*; Hitler, *Mein Kampf*; Rees, *The Nazis*; Heinrich Mann, *Mephisto*. 3 hr. lect./disc., screen. **ART HIS EUR** (G. Vitercik, J. West)

HI/PA 273 Confucius and Confucianism (Spring)
Perhaps no individual has left his mark more completely and enduringly upon an entire civilization than Confucius (551-479 B.C.) has upon that of China. Moreover, the influence of Confucius has spread well beyond China to become entrenched in the cultural traditions of neighboring Japan and Korea and elsewhere. This course examines who Confucius was, what he originally intended, and how the more important of his disciples have continued to reinterpret his original vision and direct it toward different ends. 2.5 hrs. lect./disc. **HIS PHL OTH AAL** (D. Wyatt)

HI 285 Colonial Latin America (CW 5) (Not offered 2002-03)
We will examine the formation of Latin American societies from the fifteenth to the nineteenth century, with emphasis on four major phases: indigenous, European, and African civilizations prior to contact; conditions that facilitated the European conquest; life in the colonial societies; and the political, economic, and philosophical changes that led to the independence movements of the nineteenth century. **HIS SOC OTH AAL**

HI 286 Modern Latin America (Not offered 2002-03)
This survey will trace the philosophical, economic, political, and cultural developments of Latin America from independence to the present day. Particular emphasis will be placed on the formation of nation-states; issues of development, including agricultural production and industrialization; national and cultural symbols; and social relations within Latin American societies. The aim of the course is to provide a broad background of the five major geographical areas of modern Latin America, which include Mexico, Central America and the Caribbean Basin, Brazil, the Andes, and the Southern Cone. **HIS SOC OTH AAL**

HI/AC 290 The Promised Land?: Immigrants, Ethnics, and the American Experience (Spring)
This course, by drawing on films and works of history and literature, examines the meaning and significance of immigration and ethnicity in the United States since the late nineteenth century. It explores how immigrants and their children have forged new lives, new communities, and new identities in a new nation. It compares the expe-

riences of a wide range of groups, assesses the absorptive capacity of the country, and analyzes the sources of hostility toward newcomers. Finally, it asks whether the United States has entered a new era of ethnic relations. 2 hrs. lect./1 hr. disc. **HIS USA NOR CMP** (E. Knox, J. Ralph)

HI 301 Problems in Contemporary Historiography (Spring)

We will explore competing conceptions of the nature of historical inquiry. The historian's craft will be examined through the varied lenses of major methodological and philosophical paradigms prevalent over the last 30 years: Marxism, "critical" history, structuralism and the Annales School, and post-structuralism. Texts of the philosophers whose thought informs these approaches, such as Marx, Nietzsche, Saussure, Derrida, and Foucault, will be read. Historians whose scholarship has been shaped and influenced by these paradigms, such as Eric Hobsbawm, E.P. Thompson, Fernand Braudel, Le Roy Ladurie, Dominic LaCapra, and Hayden White, will also be considered. 3 hrs. sem. **HIS PHL EUR** (J. West)

HI 302 European History through the Eyes of the Novelist (Not offered 2002-03)

This course will be a thematic survey of the major cultural trends in European society from the Enlightenment to the twentieth century. Beginning from the premise that cultural production reflects the historical conditions under which it was created, the course will examine European literary works of the Enlightenment, the Romantic Age, the Age of Positivism, and the early twentieth century. Major works to be read will include: Goethe's *Sorrows of Young Werther*, Voltaire's *Candide*, Turgenev's *Fathers and Sons*, Dostoevsky's *Crime and Punishment*, Mann's *Death in Venice*, Eliot's *The Wasteland*, and others. Corresponding works of art, architecture, and music will also be considered. **HIS LIT EUR**

HI 310 Film and History (Not offered 2002-03)

Cinema is a powerful medium for the interpretation of the past. Some film biographies, period pieces, and documentaries have provided us with insightful information about human history; others have distorted issues or served as propaganda. In this class we will study the challenges and promises of film as a historical artifact by focusing on cinematic representation of oppression and liberation (from colonial and independence struggles and national liberation to the rise of ethnic consciousness and guerrilla movements of the twentieth century). Students will not only study and research the historical events or issues represented on the screen but also become involved in the creative process of historical representation. We will discuss films from countries around the world but most of our examples will come from Latin America and the Caribbean. **HIS OTH**

HI/PA 319 Readings in the Philosophy of History (Fall)

Even before the appearance of Georg W. F. Hegel's classic study *The Philosophy of History*, a heated debate was being waged concerning the nature and substance of history. Is history, like science, expressible in predictable patterns or subject to irrevocable laws? What factors distinguish true history from the mere random succession of events? What should we assume to be the fundamental nature of historical truth, and are we to determine it objectively or subjectively? Is it possible to be human and yet be without or somehow "outside of" history? These are among the questions we will examine in this course as we ourselves read and deliberate on a wide variety of philosophies of history, while concentrating foremost on the most influential versions developed by Hegel and by Karl Marx. 3 hrs. sem. **PHL HIS EUR** (D. Wyatt)

HI/CL 331 Problems in Ancient History: Athens and Sparta (Not offered 2002-03)

See Department of Classics for description. **LIT HIS EUR CMP**

HI/CL 332 Problems in Ancient History: Roman Law (Not offered 2002-03)

See Department of Classics for description. **HIS EUR**

HI/CL 337 Greece and Rome in the Hellenistic Age (Not offered 2002-03)

See Department of Classics for description. **LIT HIS EUR**

HI 349 History of Germany from 1648 to the Twentieth Century (Not offered 2002-03)

The course begins with the rise of the Hohenzollerns and the expansion of Brandenburg-Prussia in the seventeenth and eighteenth centuries. It covers the movement of national unification from the revolution of 1848 to the founding of the German Empire. The study of Imperial Germany gives particular attention to the social and political strains and conflicts generated by the attempt to combine a dynamic industrial society with political authoritarianism and the power and privilege of traditional elites, and examines Germany's bid for world power leading to the outbreak of the First World War. **HIS SOC EUR**

HI 350 The Jews in Modern Europe, 1760-1939 (Not offered 2002–03)

A study of the process through which the Jews, isolated on the fringe of society until near the end of the eighteenth century, integrated into the mainstream of European life. How did the Emancipation, the achievement of the rights of citizenship, and the process of assimilation transform the existence of the Jews? How did they adapt to their Christian surroundings and yet retain a distinctive Jewish identity? How were ancient anti-Jewish prejudices refashioned into new stereotypes, and how did the Jews respond to political movements of anti-Semitism? The course ends with a study of the rise of Zionism. **HIS PHL EUR**

HI 362 Revolutionary America: 1763-1800 (Not offered 2002-2003)

A study of the origins, progress, and significance of the American Revolution. In this course we examine the diverse economies, cultures, and sociologies of the American Colonies on the eve of the Revolution; the disruption of the balance of empire in the Atlantic; the ideology which guided colonists in rebellion; the changes wrought by revolution; and the first decade of nationhood under the Constitution. **HIS USA NOR**

HI 364 Civil War and Reconstruction: 1845-1890 (Spring)

This course explores the era of the American Civil War with an emphasis on the period 1861-1865. It combines lectures, readings, class discussion, and film to address such questions as why the war came, why the Confederacy lost, and how the war affected various elements of society. We will also explore what was left unresolved at the end of the war, how Americans responded to Reconstruction, and how subsequent generations have understood the meaning of the conflict and its legacy. We will make a special effort to tie military and political events to life on the home front. 2 hrs. lect. 1 hr. disc. **HIS USA NOR** (A. Feely)

HI 367 Twentieth-Century America, 1929-1955 (Fall)

A study of the political, social, and diplomatic history of the United States from the Great Depression to the late 1950s. The course will concentrate on FDR's New Deal response to the economic crisis of the 1930s, the challenge of fascist totalitarianism, World War II and its impact, and postwar America with emphasis on Truman's Fair Deal, the emerging Cold War, the Red Scare and McCarthyism, and the "American high" of the 1950s. 2 hrs. lect., 1 hr. disc. **HIS USA NOR** (T. Jacobs)

HI 368 Twentieth-Century America, 1955-2000 (Spring)

A study of the political, social, and diplomatic history of the United States, from the Eisenhower equilibrium and the consumer culture of the 1950s to the 1990s. The course will concentrate on the emergence of JFK's New Frontier, LBJ's Great Society and the Civil Rights movement, the Vietnam War, Nixon and the Watergate scandal, the economic crises of the 1970s, the emergence of conservatism leading to the Reagan era, and the end of the cold war, and the prosperity of the 1990s and the Clinton years. 2 hrs. lect., 1 hr. disc. **HIS USA NOR** (T. Jacobs)

HI 371 African American History (Spring)

This course will explore the history of the African American people from the slave trade to the present. It will examine the process of enslavement, the nature of American slavery, the meaning of emancipation, the response to the rise of legalized segregation, and the modern struggle for equality. Special attention will be given to placing the African American story within the context of the developing American nation, its institutions, and its culture. 2 hrs. lect., 1 hr. disc. **HIS USA NOR** (W. Hart)

HI 372 The Civil Rights Revolution (Not offered 2002-03)

A study of the quest for a more inclusive American polity in the twentieth century. The modern civil rights movement is the central focus, but this course offers more than a survey of events from Montgomery to Memphis. It explores the pre-World War II roots of the modern black freedom struggle, the impact of the heroic phase of the civil rights movement, and the ambiguous developments since 1970. This course employs a "race relations" perspective, stressing the linkages among the experiences of African Americans, whites, and other groups. **HIS USA NOR CMP**

HI/AC 373 History of American Women (Fall)

Ever wonder how the Industrial Revolution or the Civil War might be understood if you consider gender as part of American history? This course will examine women's social, political, cultural, and economic position in American society. We will explore the shifting ideological basis for gender roles, as well as the effects of race, class, ethnicity, and region on women's lives. Topics covered will include: women's political role, women's work, sexuality, access to education, the limits of "sisterhood" across racial and economic boundaries, and the opportunities women used to expand their sphere of influence. 2 hrs. lect. 1 hr. disc. **HIS USA NOR CMP** (A. Feely)

HI 374 History of the American West (Not offered 2002-03)

This is a survey of the history of the trans-Mississippi West from colonial contact through the 1980s. It explores how that region became known and understood as the West, and its role and meaning in United States history as a whole. The central themes of this course are conquest and its legacy, especially with regard to the role of the U.S. federal government in the West; human interactions with and perceptions of landscape and environment; social contests among different groups for a right to western resources and over the meanings of western identity; and the role of the West in American popular culture. **HIS SOC USA NOR**

HI 375 The History of Urban America (Fall)

"The magnification of all the dimensions of life," writes Lewis Mumford, " . . . has been the supreme office of the city in history." Mumford's appraisal of the mission of the city can be debated, but the importance of the city to civilization cannot be denied. This course traces the rise of the city in America from the colonial era to the present. It explores why Americans have huddled in concentrated settlements and the consequences of that clustering. Special attention will be given to the growth of the industrial city of the late nineteenth century and the modern metropolis of the twentieth century. 2 hrs. lect., 1 hr. disc. **HIS USA NOR** (J. Ralph)

HI 377 Comparative Slavery in the Americas (Not offered 2002-03)

This course will examine the development and decline of the institution of slavery in the United States between 1619 and 1865 by comparing the institution to slavery in the Caribbean and Latin America (principally Brazil). Themes and topics to be explored include: ecology and slavery, religion and slavery, the international slave trade, nationalisms and race, slave communities, slave resistance, emancipation, and freedom. Readings for the course will range from scholarly monographs to slave narratives. **CMP HIS**

Reading Seminars

HI 400 Readings in American History: The Protest Impulse (Fall)

An exploration of the protest impulse in American history, with particular attention given to the American Revolutionaries, Populists, and Civil Rights activists. Among the key questions to be explored are: What are the principal causes of insurgency? What is the relationship between a leader and a protest movement? Is there an American protest tradition? Why are some insurgent groups more successful than others? As these questions are discussed, we will examine the qualities of good scholarship, the role of theory in history, and the influence of political commitments on the shaping of interpretations. 3 hrs. sem. (J. Ralph)

HI 401 Readings in Modern European History: Citizenship and Violence in the French Revolution (Not offered 2002-03)

The French Revolution provided a model for democratic political reform throughout the world, spreading new ideas about social equality, national identity, and rights for women, slaves, and religious minorities. It also led to a period of extreme violence, with thousands of people killed in the name of revolutionary change. We will examine the attempt to create a just society and the violence against internal and external enemies, from the fall of the Bastille to Napoleon's ascent as emperor. We will look at events in France, the shock tremors in French colonies and Europe, and the long-term repercussions of change.

HI/WG 402 Readings in European History: European Women (Fall)

Since 1789, European women have encountered great upheavals including massive industrialization, intense political and social struggles, and the brutal wars of the twentieth century. This seminar examines how women experienced and participated in these transformations—and how such developments were themselves influenced by ideas about gender differences. We will explore topics such as changing patterns of work and material life, the development of domestic ideology, medico-sexual politics, consumer culture, and fascism. We may also look at some of the gendered aspects of nationalism and the role of European women in colonialism. 3 hrs. sem. (J. Heuer)

HI 403 Readings in European History: Scottish and Irish Identities (Fall)

This seminar studies the development of Scottish and Irish national identities, from 1603 to 1922. Scotland and Ireland have had complicated and often tempestuous relationships with each other and with England, the long-dominant power in the British Isles. We will examine the social, political and cultural consequences, from the union of crowns under James I, to creation of the Irish Free State after World War I. Particular attention will be paid to rebellions, civil wars, religious changes, population shifts, literary movements, and mass political organizations that have helped to shape national identities on both sides of the Irish Sea. 3 hrs. sem. (P. Monod)

HI 404 Readings in Russian and Soviet History: The New Russian "Revolution" in Historical Perspective (Spring)

For the past century and a half, Russians have debated the question of Reforms vs. Revolution. For most of this century, it was assumed that the supporters of Revolution had been victorious. Now Reform is back on the agenda, though to some these reforms look a lot like a revolution. The first part of the course will examine Russia's tradition of "revolutionary" reform from above, focusing on the nineteenth and twentieth centuries. The second part of the course will examine the social, economic, cultural, and political transformations currently under way in the former Soviet Union. 3 hrs. sem. (D. Macey)

HI 405 Readings in American History: The Civil War and American Historical Memory (Fall)

A consideration of the sectional conflict and its influence on both the participant and successor generations. Though the focus will be primarily upon historical and literary texts, the seminar will also explore artistic, architectural, musical, and cinematic expressions of the war and its meaning. (Not open to students who have taken HA 407, AC 365 or HI 364.) 3 hrs. sem. (J. McCardell)

HI 406 Readings in American History: American Environmental History (Not offered 2002-03)

Although the U.S. has long been thought "nature's nation," scholars have only begun to include the study of human interactions with nature in their study of the American past. This course will examine the history of interactions between human beings and their physical environments in North America, through readings that bring plants, animals, climates, and landscapes—as well as human culture, politics, labor, race, and gender—into histories of settlement, capitalism, urbanization, region, science, and policy. Readings will also trace the emergence of this new field, and the problems inherent in creating a more inclusive account of the past.

HI 407 Readings in American History: Cultures in Contact (Not offered 2002-03)

The course will examine the dimensions of cultural contact among Native Americans, Europeans, African Americans, and Euro Americans in the eastern half of the United States, from early encounters at Roanoke ,to Cherokee removal to Oklahoma. Themes of investigation include: encounter vs. invasion; Indian depopulation by men, microbes, and munitions; religious conversion; cultural persistence, change, and revitalization; slavery by and of Indians; and the changeable image of the Indian.

HI 408 Readings in American History: Gender & Race in the American Experience (Spring)

This course will explore a variety of ways that gender and race have shaped the lives of Americans living in the nineteenth and twentieth centuries. We will also examine how Americans from all walks of life have used gender and racial distinctions to manipulate their identity, improve their circumstances, resist oppression, and gain leverage over others. Readings will address the negotiation of gender and racial boundaries from the antebellum period, through the great migration and immigration waves at the turn of the twentieth century, during military conflicts, and up through the Civil Rights movement. 3 hrs. sem. (A. Feely)

HI 409 Readings in Chinese History: Nineteenth and Twentieth Centuries (Not offered 2002-03)

Readings will explore a variety of topics including nineteenth- and twentieth-century Chinese and Russian dominance over Central Asia; present-day Chinese policies towards minority peoples (Tibetans, Mongols, Uighurs, Kazakhs, and others) within China; the radicalization of twentieth-century Chinese politics; the position of Chinese intellectuals in relation to the state; and the process of modernization of China's economy and society.

HI 410 Readings in Latin American History: Human Rights, Civil Rights, and Citizenship in Latin America (Not offered 2002-03)

This course examines the historical development of the concept of "rights" and "citizenship" in Latin America from the perspective of the state, grassroots activists, and international organizations. We will study the evolution of terms such as "race," "nationhood," and "sovereignty" and contrast them with the idea of "universal human rights." We will discuss the tensions between national and individual rights and study models of reconciliation and national unity. Case studies will come from Latin America and the Caribbean (from slavery and abolition to the dictatorships and disappearances), but it will be essential to place them into the broader international context.

HI 412 Readings in Medieval History: On the Margins of Medieval Society (Spring)

One theory suggests that Europe became a "persecuting society" in the course of the twelfth century. Another maintains that persecuted groups in the Middle Ages all challenged medieval society's sexual norms. This course will examine a variety of theoretical and practical approaches to studying those groups seemingly outside the mainstream of power in medieval culture, including heretics, lepers, Jews, prostitutes, homosexuals, the poor, and women. What were the challenges they faced? What were society's views of them? What strategies did members of these groups employ to survive and to achieve their goals? Can we really speak meaningfully of these groups as marginal? 3 hrs. sem. (L. Burnham)

HI 413 Readings in Modern European History: A Comparative Social History of Nazi Germany and Fascist Italy (Not offered 2002-03)

The class will study the rise of the Nazi and Fascist movements in relation to the social and political situations in both countries and the attitudes and behavior of ordinary men and women under the dictatorships of Hitler and Mussolini. What kinds of people, and for what specific reasons, were drawn to the cadres and the electorate of both movements? What subcultures proved to be relatively resistant? How far did both dictatorships bring about a transformation of social and political values? Did their impact on the social and economic structure turn out to be revolutionary and modernizing or reactionary and antimodern? **CMP**

HI 414 Readings in the History of India: Gandhi and the Independence of India(Not offered 2002-03)

This course will focus on the works and actions of Mahatma Gandhi. At one level, the readings will provide an introduction to the philosophy and life of one of the most significant, influential, and well-known figures of the twentieth century. At another level, the course will discuss in detail the major themes and occurrences in modern Indian history, tracing the rise and ultimate victory of the Indian nationalist movement. The class will read a variety of texts, including books written by Gandhi, tracts published by his political and religious opponents, social commentaries, contemporary novels, and engaging histories.

HI 415 Readings in Medieval History: The Vikings (Not offered 2002-03)

From the rivers of Russia to the shores of America, Viking adventurers from Scandinavia raided, traded, and established colonies during the ninth, tenth, and eleventh centuries. The seminar focuses on the achievements of the Vikings, examining their activities in France, England, Russia, and the North Atlantic. Readings will include a variety of original sources with an emphasis on archaeological evidence.

HI/JA 418 Readings in Japanese History: Pearl Harbor and Hiroshima (Not offered 2002-03)

America's experience in World War II began and ended with Japan, and this course emphasizes the events that marked the opening and closing of active hostilities between the two Pacific powers. Both Pearl Harbor and the dropping of the atomic bombs have generated enormous controversy, both at the time and in retrospect. Students will read and discuss a wide selection of materials that examine these events and their contexts from both Japanese and American perspectives.

HI 419 Readings in African History: Environmental History of Africa (Fall)

This seminar will explore the history of human-environmental interaction on the African continent. The course examines how scholars have begun unraveling dominant historical understandings of African landscapes, cultures, and precolonial ecologies. A major portion of the course looks at how colonial relations shaped conflicts over environmental control and ecological change and the legacies of such dynamics in the postcolonial era. Readings on gender relations, urban environmental change, and the evolution of development thinking will be the focus of class discussions on new ways of interpreting African social and environmental change. (J. Tropp)

HI 421 Readings in African History: Women and Gender in Africa (Not offered 2002-03)

This course takes up the challenge of understanding women's experiences and the role of gender in Africa's past. We will read from a wide variety of disciplinary perspectives and literary forms, including ethnographies, life histories, and fiction, in order to explore different methodological and interpretive approaches to these subjects. Themes will include: changes in the structure of patriarchy and women's status in the precolonial period, the gendered impact of colonial rule on African economies and ecologies, historical identities of masculinity and femininity, and gendered experience of postcolonial "development." Prior experience in African history is not required. **CMP**

HI 422 Colonialism (Not offered 2002-03)

This course will examine the history of European colonialism since the early eighteenth century. We will focus on the British Empire in India, although other empires, such as the French, will be studied briefly. Issues to be addressed will include: the social, political, and economic reasons for colonialism; the causes of its collapse, and the ways in which it was represented in art and literature. We will also examine the strength and power of anti-colonial sentiment and activity. Readings will include histories, biographies, and novels.

INTERNATIONAL STUDIES SEMINARS

HI/IS 444 Gender, Performance, and Modernity in the Postcolonial World (Spring)

Please see International Studies listings for description. This course is equivalent to IS 444, MU 444, and WG 444. Register for this course under IS 444; see International Studies section for registration procedure. **AAL CMP** (J. Tropp, J. Post)

RESEARCH SEMINARS

HI 450 Writing and Research: East Asian History (Spring)

This seminar is designed to serve the needs of students who seek to focus primarily on China or Japan, as well as those interested in pursuing research topics that deal with both countries. The course is jointly taught by both a China and a Japan historian, who will familiarize students with the fundamental approaches to, and methods for, the study of China and Japan from the perspective of the social sciences. Research topics will be selected through group and individual consultation with the instructors, and will be supervised by the instructor whose expertise most closely matches the topic. Course readings will be of an interdisciplinary, as well as historical nature. 3 hrs. sem. (E. Endicott, N. Waters)

HI 451 Writing and Research: Medieval and Early Modern Europe (Fall)

This seminar is designed to provide an introduction to the principal sources and methodologies of European history before 1800. Students will select specific topics from within the broad framework of the period and submit research papers based on the analysis of primary and secondary sources. 3 hrs. sem. (L. Burnham)

HI 452 Writing and Research: European History (Spring)

Students enrolled in this course, which emphasizes the acquisition of research and writing skills, will be able to select topics from within the social, economic, political, and cultural history of Europe since 1600. Each student will be required to produce a research paper based, as far as possible, on primary sources (in translation, where necessary). 3 hrs. sem. (J. Heuer)

HI 453 Writing and Research: American History (Fall, Spring)

The course emphasizes methodology and writing, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 500 projects in American history will fulfill the research seminar requirement, except with approval. Students are encouraged to take HI 453 in the spring; approval is required to take the course in the fall. 3 hrs. sem. (W. Hart; T. Jacobs, K. Morse)

HI 455: Research in Latin American and the Iberian Worlds (Not offered 2002–03)

This course is designed to encourage research and discussion on critical issues of the Hispanic and Lusophone worlds. We will explore themes in Latin American, Spanish, and Portuguese history, as well as issues related to Latinos in the United States. In class, emphasis will be placed on examining and analyzing primary and secondary materials from a number of disciplinary perspectives and on conceptualizing, organizing, and writing. At the end of the course, you will be required to produce a major research paper on a topic of interest to you that is related to any of the above. Papers may be written in Spanish, English, or Portuguese.

HI 456 Writing and Research: African History (Not offered 2002-03)

This seminar is designed to serve the needs of students interested in pursuing research topics that deal with Africa. The course emphasizes methodological strategies, the interpretation of source materials, historiographical trends, and research and writing techniques. After consulting with the instructor, students will write and submit a research paper on a topic of their choice concerning the African past.

HI 500 Special Research Projects (Fall, Winter, Spring)

HI 500 projects during the junior year may be used to fulfill the research seminar requirements. (*Approval required*)

HI 700 Senior Independent Study (Fall, Winter, Spring)

HISTORY OF ART AND ARCHITECTURE

Professors: Glenn Andres, Cynthia Atherton, John Hunisak, Kirsten Hoving (chair); *Assistant Professor:* Pieter Broucke; *Visiting Assistant Professors:* Katherine Smith Abbott, Parker Croft; *Director, Middlebury College Museum of Art*: Richard Saunders

The Department of History of Art and Architecture is dedicated to the belief that study of the visual arts provides a rewarding framework for a liberal arts education. Our students study works of art and architecture as objects of intrinsic significance, as well as in relation to the Western and non-Western cultures that produced them. Our goals are to provide students with a broad, general exposure to the history of art and architecture; to help students develop a familiarity with the formal properties of works of art and architecture; to help students develop critical and analytical tools for the study of the history of art and architecture; to encourage students to ask meaningful questions about works of art and architecture by seeing them as manifestations of culture in a historical context; and to provide students with extensive first-hand experience of actual works of art and architecture. For senior majors, a trip during the final week of winter term to an important artistic center (New York or another large city) is an integral component of study in this department.

Required for the Major, History of Art Emphasis (12 courses): Two of the following three: HA 101, HA 110, HA 111; one course in non-Western art history; one course in studio art; at least five additional courses in the history of art or architecture distributed among several historical periods or traditions and taken above the 100 level; HA 700 (fall of senior year); HA 710 and HA 711 (senior thesis, winter and spring terms). *It is not possible to pursue a double or joint major with another department that also requires participation in winter term of senior year.* Advisory: Graduate programs in the history of art and classical archaeology require students to pass reading examinations in at least two foreign languages.

Joint Major, History of Art Emphasis (8 courses): Two of the following four: HA 101, HA 110, HA 111, a course in non-Western art history; three additional courses in the history of art or architecture distributed among several historical periods or traditions and taken above the 100 level; HA 700; HA 710 and HA 711 (senior thesis, winter and spring terms). *It is not possible to pursue a joint major with another department that also requires participation in winter term of senior year.* A proposed program of study, including educational rationale and specific courses to be taken, must be submitted to the department for approval before registering as a joint major.

Minor, History of Art Emphasis (6 courses): Two of the following four: HA 101, HA 110, HA 111, a course in non-Western art history; four additional courses in the history of art or architecture distributed among several historical periods or traditions and taken above the 100 level.

Required for the Major, Pre-Architecture Emphasis (12 courses): Two of the following three: HA 101, HA 110, HA 111; one course in non-Western art history; two courses in studio art; two courses in architectural studio (HA 130 during winter term and HA 330 during fall term, or an approved substitute course for the latter); three additional courses in the history of art and architecture distributed among several historical periods or traditions and taken at a mix of levels above the 100 level (it is strongly recommended that these deal specifically with issues of architecture, urbanism, or contemporary art); HA 730 and HA 731 (senior architectural design, winter and spring terms). *It is not possible to pursue a double or joint major with another department that also requires participation in winter term of senior year.* Advisory: Architecture schools expect candidates to have taken two semesters each of math and physics.

Joint major, Pre-architecture Emphasis (8 courses): Two of the following four: HA 101, HA 110, HA 111, a course in non-Western art history; two courses in architectural studio (HA 130 during winter term and HA 330 during fall term, or an approved substitute course for the latter); two additional courses in the history of art and architecture distributed among several historical periods or traditions and taken above the 100 level (it is strongly recommended that these deal specifically with issues of architecture, urbanism, or contemporary art); HA 730 and HA 731 (senior architectural design, winter and spring terms). *It is not possible to pursue a joint major with another department that also requires participation in winter term of senior year.* A proposed program of study, including educational rationale and specific courses to be taken, must be submitted to the department for approval before registering as a joint major.

Minor, Pre-architecture Emphasis: no minor is offered.

Honors: Cumulative departmental average (including senior work) of at least 3.1. Categories of honors: 3.1-3.4, honors; 3.5-3.6, high honors; 3.7-4.0, highest honors.

HA 101 Monuments and Ideas in the History of Art (Fall)

Introduction to the study of Western art history. Not a survey, but an in-depth investigation of selected art works, considered individually and in broader contexts. We will study buildings, paintings, and sculptures as chronologically distant as Stonehenge and as recent as the work of Keith Haring. **ART HIS EUR** (J. Hunisak)

HA 103 Introduction to Asian Art (Not offered 2002-03)

This course will examine the painting, sculpture, architecture, and decorative arts of India, China and Japan. Works of art will be studied in terms of style, religious meaning (especially with reference to Buddhism and Hinduism), and social and historical context. Discussion sections will focus as much as possible on examining relevant works of art in the College Museum and other collections. **ART HIS OTH**

HA 110 History of Art and Architecture Survey I: Ancient to Renaissance (Fall)

A comprehensive survey of Western visual culture ranging from the prehistoric period to the beginning of the Renaissance, this course chronicles the evolution in painting, sculpture, and architecture of the ancient Near East and Egypt, classical Greece and Rome, and medieval Europe. It is designed for those who wish to build a broad acquaintance with the major works and ideas of Western art in their historical settings and to develop tools for understanding these works of art as aesthetic objects and bearers of meaning for the societies, groups, or individuals that produced them. Two lectures and one discussion section per week. **ART HIS EUR** (P. Broucke)

HA 111 History of Art and Architecture Survey II: Renaissance to the Present (Spring)

A comprehensive survey of Western artistic expression that chronicles the evolution in painting, sculpture, and architecture from the Renaissance and Baroque eras, through the Enlightenment and the Industrial Revolution, to the modern and post-modern twentieth century. This course is designed for those who wish to build a broad acquaintance with the major works and movements of western art in their historical settings and to develop tools for understanding these works of art as aesthetic objects and as bearers of meaning for the societies, groups, or individuals that produced them. 3 hrs. lect./1 hr. disc. **ART HIS EUR** (staff)

HA 130 Introduction to Architectural Design (Winter)

This studio course introduces students to the methods used in the practice of architecture, landscape architecture, and environmental art. The course's goals are to use the process of design to gain insight regarding individual and community value systems and to provide basic experience in the design professions. Keeping a daily journal and participating in intensive group and individual work within the studio space are requirements. Recommended for anyone wishing to improve his or her appreciation for the built environment. This course meets 5 days per week and requires a minimum of 30 hours per week in the studio space. **ART** (P. Croft)

HA/SA 170 Anthropology through the Arts (Not offered 2002-03)

See Department of Sociology/Anthropology listings for description. **ART SOC**

HA/RE 185 Art and the Bible (Fall)

See Department of Religion listings for description. **ART PHL EUR** (C. Wilson)

HA 200 Renaissance Architecture (Not offered 2002-03)

A selective survey of Italian architecture from the inception of the great dome in Florence to the completion of that at St. Peter's in Rome. This course will examine the works of major fifteenth- and sixteenth-century masters (Brunelleschi, Alberti, Bramante, Michelangelo, Palladio), conceptual approaches (perspective, classicism, neoplatonism, mannerism), and centers (Florence, Milan, Rome, Venice) to understand their potency for their time and as models for architectural production ever since. **ART HIS EUR**

HA 201 Italian Renaissance Art: 1350-1550 (Spring)

This course will focus on the art produced in Italy during the late fourteenth through the early sixteenth centuries. In addition to studying the chronological development of painting, sculpture, and architecture, we will consider such issues as artistic training, patronage, domestic life and the literary achievements of this period of "rebirth." Focusing on urban environments such as Florence, Siena, Padua, Venice, Rome, and Urbino, we will give special attention to the manner in which artistic production was shaped by place. 2 lect./1 disc. **ART HIS EUR** (K. Smith-Abbott)

HA 202 Modern Art (Spring)

This course will examine twentieth-century art under the impact of the aesthetic and theoretical challenges posed by three of the most significant introductions to modern art: photography, abstraction, and the ready-made. Through lectures, discussions, and papers we will analyze these phenomena and the effects they have had on artistic practice and reception. **ART HIS** 3 hrs. lect. (K. Hoving)

HA 203 Introduction to Indian Art: From the Indus Valley to the British Raj (Not offered 2002-03)

This course will examine the rich artistic heritage of the Indian subcontinent from its ancient roots up to the period of British rule. We will cover a broad spectrum of artistic expression, ranging from ancient nature cults to Buddhism, Hinduism, and Islam. Special emphasis will be given to an understanding of how the sculpture, architecture, and painting express religious, cultural and social issues and ideals. Themes explored will include: religious and imperial iconography, methods of expressing the divine, narrative techniques, aesthetics, the role of the text, and the impact of the West. **ART HIS OTH AAL**

HA 204 Approaches to Islamic Art (Not offered 2002-03

A survey of major expressions of Islamic art from the inception of Islam to the seventeenth century, from all parts of the Islamic world. This is not a traditional survey; rather, it focuses on key monuments and important examples of portable and decorative arts: mosques, tombs, palaces, manuscript illumination, calligraphy, metalwork, textiles, ceramics, etc. We will consider their meanings and functions in their respective socio-historical contexts, and we will also analyze the impact of patronage and region. We will try to understand what general principles unify the richness and diversity of Islamic art: what is Islamic about Islamic art? (no prerequisites) **ART OTH AAL**

HA 205 Painting and Sculpture of Nineteenth-Century Europe (Spring)

During the nineteenth century, Paris was the capital of the art world, and the structure of this course will be based upon that central, undeniable fact. From the revolutionary 1780s until the Universal Exposition of 1900, we will consider nineteenth-century painting and sculpture primarily as a Parisian phenomenon, with detours to other countries and cultural centers whenever appropriate. 3 hrs. lect. **ART HIS EUR** (J.Hunisak)

HA/CS 206 Chinese Painting: Tradition & Innovation (Spring)

See listing in Chinese Department for description 3hrs. lect./disc. **ART OTH AAL** (J. Berninghausen)

HA/AC 207 American Painting: 1750-1900 (Not offered 2002-03)

See listing in Program in American Civilization listings for description. **ART HIS USA NOR**

HA/WG 209 Women in the Visual Arts (Not offered 2002-03)

This course explores both the history of women working in the visual arts and the historical representation of women in painting and sculpture. We will consider issues such as women's education, artistic training, and social issues which have either constrained or promoted women interested in producing art. While the course will include examples from the Medieval period through the present, an emphasis will be placed on women artists of the twentieth century. **ART HIS CMP**

HA 210 The High Renaissance in Italy (Not offered 2002-03)

This course offers an introduction to the major artistic achievements of the late fifteenth and early sixteenth centuries in Italy. By examining the accomplishments of artists such as Leonardo, Raphael, Michelangelo, Titian, and Veronese, students will come to an understanding of the ways in which the art of this period reflected particular cultural ideals, aspirations, and anxieties. A study of the painting, architecture, sculpture, and graphic arts of Rome, Venice, and Florence will serve as the primary focus for the course. **ART HIS EUR**

HA 211 American Design (Spring)

A historical survey of architecture and related design (especially furniture) in the United States from its colonization through the mid-twentieth century as a manifestation of colonial inheritances, foreign fashions, national outlooks, changing technologies, social and economic patterns, and native materials. 2.5 hrs. lect. **ART HIS USA NOR** (G. Andres)

HA 213 Roman Art and Architecture (Fall)

This course presents a chronological survey of the developments in architecture, sculpture, painting, and the decorative arts of Republican and Imperial Rome, from the eighth century B.C. to the fourth century A.D. Issues discussed include the relation between public and private art, art in the service of social ideology and political propaganda, the impact of breakthroughs in technology and engineering, the artistic exchanges between Greece and Rome, and the interactions between center (Rome) and periphery (the provinces). 2 hrs. lect. **ART HIS EUR** (P. Broucke)

HA 216 Art of the Middle Ages (Fall)

A period survey of religious and secular art and architecture, 300-1400 C.E. The course will introduce the development of the western medieval tradition from the funerary arts of the catacombs through the engineering feats of the Gothic cathedrals. Each lecture will focus on key monuments for which a variety of art historical approaches will be explored. **ART HIS EUR** (Staff)

HA 218 History of Photography (Fall)

This course will consider the history of photography as a medium from its inception in 1839 to the present. We will focus on technological advances in photography, aesthetic developments, and the evolution of acceptance of photography as an art form. We will examine the use of photography in different genres, such as landscape, portraiture, and documentation. To illustrate our study, we will rely heavily on examples of photographs available in the Middlebury College Museum of Art. 2 hrs. lect., 1 hr. disc. **ART USA NOR** (K. Hoving)

HA 220 The Art of the City (Fall)

A study of humanity's most complex and critical physical monument, from ancient agoras to edge cities. City form in general (historical and ideal) and great cities, urban environments, and city designers in particular will be surveyed from antiquity to the present in an investigation of changing purposes, elements, and organization. **ART HIS** (G. Andres)

HA 221 Greek Art and Archaeology (Spring)

This course explores the artistic expression in architecture, urbanism, sculpture, and painting in the ancient Greek world (Greece, Sicily, southern Italy, and western Turkey). The chronological range spans from the late Neolithic period and the Aegean Bronze Age (with its Cycladic, Minoan, and Mycenaean civilizations) to the formative archaic period, the classical moment during the age of Perikles, and the cosmopolitan Hellenistic age, ending with the advent of Imperial Rome in 31 BC. Special emphasis will be placed on how Greek art production related to developments in politics, history, literature, and science. 2 hrs. lect. **ART HIS EUR** (P. Broucke)

HA 223 The Classical Tradition in Architecture: A History (Not offered 2002-03)

From the Late Bronze Age to the postmodern present, this course traces the development of the classical formal language in western architecture. With elements, orders, and canons developed by the Greeks, the classical tradition first flourished as an "international style" under the Romans. After a setback during the Middle Ages, the classical tradition reemerges with vigor during the Renaissance, displays great flexibility during the Baroque, and reconnects with antiquity during the Neoclassical period. Attention is given to the relationship between architectural styles and archaeological discoveries and to the assimilation of developments in building technology. 2 hrs. lect. **ART HIS EUR**

HA/JA 224 Arts of Japan (Not offered 2002-03)
This course will provide a survey of the varied and rich artistic heritage of Japan from its most ancient manifestations in the Jomon period to the late nineteenth century. We will focus in particular on the development of the pictorial and sculptural traditions, but will also consider the decorative and craft traditions in some detail. Topics to be investigated include: native traditions; the impact of Chinese civilization; the development of Buddhist painting, sculpture and architecture; narrative hand scrolls; the arts of the Zen Buddhism; courtly traditions; woodblock printing; and the influence of the West. **ART HIS OTH AAL**

HA 227 Poetry, Piety and Power: Indian Painting 1200-Present (Fall)
This course considers the history, context, style, and significance of a broad spectrum of Indian painting traditions. We will look closely at Jaina and Hindu religious illustrations; the evocative courtly and religious imagery from the Rajput and other regional kingdoms; the extraordinarily refined and naturalistic Mughal imagery; the influence of colonialism; and the development of modern and contemporary works. We will also work closely with a visiting exhibition of two comtemporary South Asian women artists at the College Museum, paying special attention to questions of gender, tradition, contemporary artistic expression, craft, and personal, social, and political meaning. 3 hrs. lect./disc. **ART HIS AAL** (C. Atherton)

HA 230 Modern Architecture (Not offered 2002-03)
A survey of the persons, monuments, aesthetic outlooks, and technology that shaped the course of European and American architecture from late eighteenth-century neoclassicism to late twentieth-century post-modernism. We will examine the work of such figures as Jefferson, Ruskin, Richardson, Wright, Mies, Le Corbusier, and Venturi and such genres as domestic design, public buildings, exhibition halls, and skyscrapers as a basis for understanding our historic and contemporary architectural environments. 3 hrs. lect. **ART HIS**

HA/AC 244 Knickerbocker New York (Not offered 2002-03)
See Program in American Civilization listings for description. **LIT ART USA NOR**

HA/AC 245 American Landscape 1825-1865 (Not offered 2002-03)
See Program in American Civilization listings for description. **ART HIS USA NOR**

HA 302 Baroque Art: Painting, Sculpture, and Architecture of Seventeenth-Century Rome (Not offered 2002-03)
During the period to be considered, Rome was the undisputed capital of the art world. From the vast projects of Pope Sixtus V to the death of Bernini, we will investigate the richness, diversity and splendor of artistic creation under a church triumphant. **ART HIS EUR**

HA 304 Rembrandt and His World (CW) (Fall)
This course examines the visual arts in Northern Europe of the seventeenth century. Artists to be discussed include Peter Paul Rubens, Rembrandt van Rijn and Jan Vermeer. Themes to be addressed include the relationship of politics, economics, and religion to seventeenth century art, the development of portraiture, landscape painting, and genre painting, the importance of printmaking, and the influence of Italian art in the north. (HA 110 or HA 111) 3 hrs. lect. **ART HIS EUR** (J. Jung)

HA 306 American Art from the Great War to the Depression (Not offered 2002-03)
Following World War I, the U.S. came into its own as a financial and cultural superpower, while Europe fell into economic and political crisis. Focusing on the experimental tactics of American artists who were responding to European modernism, this course will look at artistic production in relation to the shifts in political power that occurred between 1914 and 1932. **ART HIS USA NOR**

HA 308 American Art: 1945-1980 (Not offered 2002-03)
An investigation of the leading figures and movements in American modernism. We will consider developments in painting and sculpture from the Armory Show to the present, although special emphasis will be placed on the period between 1945 and 1980. Attention will be given to the theoretical issues that have influenced such directions as abstract expressionism, color field painting, pop art, assemblage, minimal art, photo- and super-realism, conceptual art, and other recent developments. **ART HIS USA NOR**

HA 309 Art of the Present (Not offered 2002-03)
This course will examine art of the last quarter century. After the foundations of minimalism, feminism, conceptual art, and theories of power and representation were all firmly in place by the late 1970s, artists began to create the art we see in galleries and contemporary criticism. This course will discuss artists such as Cindy Sherman, Barbara Kruger, Adrian Piper, Damien Hirst, Anselm Kiefer, and Middlebury alumnus Robert Gober. The intersections of art and identity, politics, economy, history, and biography will be addressed. (HA 110, HA 111 or HA 202 or *by approval* from the instructor.) 3 hrs.lect.

HA 310 On Photography: Aesthetics and Criticism of the Camera Image (CW) (Spring)
This course will examine critical and aesthetic issues pertaining to photography as a medium. Among the topics to be explored are: photographic "truth," time in photog-

raphy, the meeting of technology and art, vernacular photography, the ethics of photographic manipulation, gender issues in photography, photography in the age of digital reproduction, photographing the body, photography and memory. We still strive to develop a critical eye, as well as a descriptive and interpretive language for examining the role of photography in our visual culture. **ART PHL** 3 hrs. lect. (K. Hoving)

HA 312 Of Gods, Mortals, and Myths: Greek and Roman Painting (Not offered 2002-03)

Treating the Greco-Roman tradition as a continuum, this course presents a survey of the major monuments, artists, and developments in Greek vase painting from the geometric to the Hellenistic periods (black-figure, red-figure, white-ground techniques) and in Roman wall painting from the Republican period to the Late Empire (four Pompeiian styles and Late-Antique painting). Topics to be discussed include the development of pictorial narratives, the impact of technological breakthroughs, the invention of linear and atmospheric perspective, the problem of lost originals, and the relationship between literary and pictorial narration. **ART HIS EUR**

HA 313 The Art of Death (Not offered 2002-03)

Death—an inevitability for all and the lifetime preoccupation of many past cultures—will form the focus of this course. We will explore various belief systems from a range of ancient and medieval societies and the manifestations of those beliefs in funerary art and architecture. The course material will be presented chronologically in both lecture and discussion format. Key periods and monuments such as Egyptian pyramids and tombs, Greek grave stelae, Roman mausolea, early Christian catacombs and martyr shrines, Viking ship burials, and the royal tombs of the later Middle Ages will be examined. (HA 110 OR HA 111)

HA 320 Hands-on Archaeology: Theory and Practice (Spring)

In this course we will explore the theory and practice of archaeology as a scholarly discipline. About half of our meetings will be devoted to investigating the history and scientific development of archaeology, its methods and theoretical underpinnings, and some of its techniques (surveying, stratigraphic dating), and its role in the fields of art history, classics, and anthropology. The other half will be spent on field trips, museum visits, and field research at a local archaeological site where we will survey, record, and catalog the finds, and measure, draw, interpret, and reconstruct the remains. **ART** (P. Broucke)

HA 325 Special Problems in Art History: The Art of Andy Warhol (Spring)

Since his death in 1987, Andy Warhol's art, life and entrepreneurial career have been subjected to unceasing scrutiny. In this course we will utilize biographies, the speculative and historical evaluations, and the art of Warhol itself in an attempt to establish his art's historical stature and significance. **ART USA** 3 hrs. lect. (J. Hunisak)

HA 326 Biography of Artists and Art History (Not offered 2002-03)

Giorgio Vasari presented the history of art as "lives of the artists" in his publications of 1550 and 1564, but in modern times the use of biographical evidence has often been regarded with suspicion by art historians. In this course we will examine the lives of three Italian artists who lived during the sixteenth and seventeenth centuries: Michelangelo Buonarroti (1475-1564), Benvenuto Cellini (1500-71), and Michelangelo Merisi, known as Caravaggio (1571-1610), all of whom were homosexual or bisexual. The central question will be the usefulness of biographical data as a tool for interpreting their art. **ART HIS**

HA 330 Intermediate Architectural Design (Fall)

This studio course emphasizes the thought and method of architectural design. Members of this studio will be involved in developing their insights towards cultural value systems and their expression in the environments they create. Participants work primarily in the studio space and rely heavily on individual instruction and group review of their work. The course provides a foundation for more advanced study in the areas of architecture, landscape architecture, and other fields related to the design of the built environment. An introduction to computer aided drawing is integrated into this course. (HA 130) 6 hrs. lect. **ART** (P. Croft)

HA/FM 339 The Media Arts: Histories and Practices (Not offered 2002-03)

See Department of Film and Media Culture listings for course description. (TH 130 or TH 131 or TH 231 or HA 202, or by waiver)

HA/FM 340 Film and Modernism (Fall)

See Department of Film and Media Culture listings for description. (HA 202 or TH 130 or TH 231 or by waiver) **ART**

HA 401 Constructing a Myth: Art and Life in Renaissance Venice (Fall)

Venetian Renaissance art evolved in a different manner and at a strikingly different pace than the art produced in central Italy. In this seminar, we will investigate the forces which shaped this evolution, while examining the extent to which art served as a tool for perpetuating the "myth of Venice." A complex amalgam of political, commercial, military, religious, and social concerns, this "myth" ensured the city's uniqueness, as well as her success. Beginning with Gentile and Giovanni Bellini, and reaching an apex in the work of Titian and Giorgione, Venetian artisits gave visual voice to this distinct and fleeting moment in the city's history. 3hrs. sem. (One of the following: HA 111, HA 201, HA 210) (K. Smith-Abbott)

HA 403 Seminar in Modern Architecture: Architecture after the Masters (Not offered 2002-03)

An investigation of recent architectural trends beginning with the climactic work of Wright, Gropius, Mies, and Le

Corbusier and following the developments and reactions which it inspired. The seminar will draw heavily on contemporary architectural theory and criticism in an attempt to achieve an historical overview of the period since World War II. Limited to 12 students. Those interested should consult with the instructor before registration (HA 230 or HA 220) 3 hrs. sem. **ART HIS**

HA/AC 408 American Art in Context: The Art and Life of Winslow Homer (CW) (Spring)
See Program in American Civilization listings for description. **ART HIS USA NOR** (C. Wilson)

HA/IS 434 Revolution and the Arts (Not offered 2002-03)
See Department of International Studies listings for description. This course is equivalent to IS 434 and CS 434. Register for this course under IS 434.

HA/IS 437 Internationalizing Culture: Beyond the Borders in Modern Art and Film (Not offered 2002-03)
See Department of International Studies listings for course description. This course is equivalent to IS 437 and TH 437. Register for this course under IS 437; see International Studies section for registration procedure *(Approval only)* 3 hrs. sem. plus screen.

HA 510 Advanced Studies in History of Art (Fall, Winter, Spring)
Supervised independent work in art history. *(Approval required)* (staff)

HA 530 Independent Architectural Design (Fall, Spring)
Supervised independent work in architectural analysis and design (*Approval required)* (staff)

HA 700 Methods and Theories in the History of Art (Fall)
This seminar is designed for art history majors and required of them. We will endeavor to reach a critical understanding of the range of methodologies employed in art historical research and writing, thereby preparing students to undertake their senior thesis work. 3 hrs. sem. (K. Hoving)

HA 710, HA 711 Senior Thesis in History of Art (Winter, Spring)
Two terms, the first supervised, the second conducted independently with an adviser of research, plus organization and writing of a thesis. Winter term study culminates in a five-day field trip to New York (or another center for art and architecture). Midway through the spring semester, there will be a public symposium at which all students enrolled in HA 711 present their work in progress and the state of their research. Winter term - 8 hours; spring is by appt. (winter: K. Hoving; spring: staff)

HA 730 Methods and Theories in Architectural Design (Winter)
This seminar is designed for senior pre-architecture majors and is required of them in preparation for senior architectural design. The course is devoted to methodologies and the development of tools for architectural analysis, the research for, and generation of, a detailed program for architectural design projects (in written and graphic formats), and culminates in a five-day field trip to New York (or another center for art and architecture). (HA 130 and HA 330, or an approved substitute course in studio design for the latter). 8 hrs. sem., analysis and concept design (staff, G. Andres)

HA 731 Senior Architectural Design (Spring)
This studio course is devoted to developing an individual project in architectural design. Working with visiting design critics and intense peer review in the studio, the course culminates in a public presentation of the project and a portfolio consisting of written and graphic formats describing all aspects of the completed design. 3 hrs. lect. (HA 730) (P. Croft)

GUIDELINES FOR INDEPENDENT WORK IN THE HISTORY OF ART AND ARCHITECTURE AND ADMINISTRATION OF PERMISSIONS

Guidelines for Independent Work in the History of Art and Architecture and Administration of Permissions

1. Independent projects in history of art emphasis can be undertaken only in areas in which students have done previous work at the college level and have demonstrated that mastery of the scholarly material is sufficient to justify independent study. In certain rare instances, exceptions to this rule will be allowed. For example, a student with sufficient art historical background who wishes to pursue an area of inquiry that is not covered in the normal curriculum might undertake an HA 510 project in preparation for senior work.
2. For HA 510 or HA 530 projects, students must find an adviser/sponsor and submit a written proposal for consideration and approval by the entire faculty of history of art and architecture. For proposals in the history of art emphasis, students must indicate previous art historical study, the precise nature of the problem they wish to investigate, a bibliography of works to be used in the study, and the kind of written work that will result. For proposals in pre-architecture emphasis, students must indicate previous experience in architectural history and design, a specific well-developed proposal for the project they wish to undertake, and the format(s) (written, graphic, presentation in public) in which they propose to present it.
3. Before registering for HA 711 all students must consult with their advisers; together they will establish the thesis topic and its parameters. No change of advisers, topics, or projects will be allowed subsequently without formal approval of a student's adviser(s) and the department chair. A thesis in the history of art can only be done in an area in which a student has already taken course work at the college level.

INDEPENDENT SCHOLAR PROGRAM

The Independent Scholar Program is designed to meet the needs of outstanding students who have clearly defined educational goals that cannot be fulfilled within the framework of a normal departmental or interdisciplinary major. Independent study is a significant portion of the program. In order to qualify to be an Independent Scholar, students normally must demonstrate a high level of scholarship.

The IN 800 thesis is a cumulating experience for this program of study. This thesis brings together the course work the student has completed and incorporates all aspects of the study into one final project. Students applying to be independent scholars are asked to provide an indication of possible IN 800 projects at the time that they submit their proposals. Students are able, however, to change the topic of their IN 800 project in order to respond to new interests and information acquired during the course of their study.

The thesis is undertaken for one or two terms. Students who wish to be considered for honors must work with a thesis committee. Others may choose to work with an individual faculty member, usually the student's adviser. The choice of thesis project is flexible. For example, with permission from the thesis committee, a student in the performing arts might want to incorporate a dance performance, musical composition, or some other feature as part of his or her course of study.

Honors: Independent scholars must meet minimum G.P.A. requirements in order to be eligible for honors. Honors will be determined on the basis of course grades and the thesis grade. A minimum average of B+ in course grades and a minimum grade of B+ on the thesis is required for honors. In determining the numerical average of course grades, all Middlebury courses will be counted. Minimum thesis grade averages for each level of honors are: highest honors, A+; high honors, A-; honors, B+.

INTERNATIONAL AFFAIRS AT MIDDLEBURY COLLEGE

Students who want to take advantage of Middlebury's strengths in the international arena can choose to pursue a major in international politics and economics or in international studies. The two have much in common: they share many of the same faculty, receive support for cocurricular activities from the same sources, and share many of the same goals. Both require, although to differing degrees, interdisciplinary learning, study abroad, language study, senior work, a regional focus, disciplinary depth, and exposure to trans-regional and/or global phenomena, concepts, and theories. There is, however, a difference in emphasis: International studies majors spend a proportionately greater effort on gaining an understanding of a particular culture, while international politics and economics majors place more stress on the theoretical and thematic study of global affairs. Students with focused disciplinary preferences may also choose to combine a major in a discipline with foreign language study and study abroad.

For students with an interest in international issues, the Middlebury Center for International Affairs (CFIA) is an important resource. It supports the College's goal of becoming an institution known preeminently for teaching global understanding that radiates from a core linguistic and cultural competency. The CFIA serves as an internationally oriented resource center for students, faculty, alumni, and others in the Middlebury community. Additional information is available at http://www.middlebury.edu/~cfia

INTERNATIONAL POLITICS AND ECONOMICS MAJOR

Additional information is available at http://www.middlebury.edu/~ipe/

The international politics and economics (IPE) major combines the disciplines of economics and political science to examine international issues in both their global and cultural context. IPE majors must complete a 12-course curriculum in economics and political science (six courses within each discipline), study a foreign language, and study abroad.

Requirements

(1) Courses in Political Science: PS 103 (or PS 230 or PS 324), PS 201 (or PS 311), PS 304, two electives in comparative politics or international relations, at least one of which should concern the region of interest, and a PS senior seminar in comparative politics or international relations. PS 304 must be taken at Middlebury College.

(2) Courses in Economics: EC 150, EC 155, two of EC 210, EC 250, or EC 255 plus EC 340, and an approved EC senior seminar with an international orientation.

(3) Senior seminar on international political economy: At least one of the two required senior seminars must be concerned with "international political economy" and chosen from a list identified by the EC and PS departments. In 2001-2002 that list includes: PS 416, PS 419, EC 428, EC 429, EC 430, EC 431, EC 444, EC445 and EC475.

(4) Language Study: Students in international politics and economics must achieve the language department's standard of linguistic competence before going abroad.

(5) Term or Year Abroad: Under normal circumstances, this will be completed at one of the Middlebury Schools Abroad or in the approved Chinese or Japanese programs or in an approved program in Latin America.

Honors. In addition to their 12 required courses, students can choose to write a senior thesis. The determination of honors, high honors, and highest honors is based on (1) the level of the grade achieved on the thesis and (2) the level of the average grade received in Middlebury

College courses. ***Note that courses taken abroad do not count toward the grade point determination.*** Honor candidates must have an IPE course average of 3.3 and a thesis grade of B+ to achieve honors; an IPE course average of at least 3.5 and a thesis grade of A- or higher to attain high honors; and an IPE course average of at least 3.7 and a thesis grade of A to attain highest honors.

At a minimum, majors should complete PS 103 (or PS 230 or PS 324), PS 201 (or PS 311), EC 150, and EC 155 before going abroad for a semester. Students who will be abroad for a full year should complete two additional EC courses (chosen from among EC 210, EC 250, EC 255, or EC 340) and PS 304 before leaving Middlebury.

INTERNATIONAL STUDIES MAJOR

The faculty for the international studies (IS) major is drawn from the following departments: Chinese, classics, economics, environmental studies, French, geography, German, history, history of art and architecture, Italian, Japanese, philosophy, political science, religion, Russian, sociology/anthropology, Spanish, and theatre, dance, and film/video.

Director: Jeffrey Cason (political science); *Program directors:* East Asian studies: Elizabeth Endicott (history); European studies: Erik Bleich (political science); Latin American studies: Darién Davis (history); Russian and East European studies: Tatiana Smorodinskaya (Russian). The most up-to-date and complete information on the international studies major is available at http://www.middlebury.edu/~is/.

Mission: The international studies major provides a carefully constructed blend of language, regional, disciplinary, and global courses that, together with study abroad (wherever possible in the language of emphasis), seeks to impart to students a deep understanding of a specific geographic region, as well as its place within an interdisciplinary and transnational context.

In pursuit of this mission, the major is designed to ensure that all IS majors graduate with (1) advanced competency in a language taught at Middlebury, sufficient to read scholarly materials and engage in complex interaction with native-speaking professionals in their field of concentration. This involves study abroad and senior work using the language on return to Middlebury; (2) broad exposure to the historical and cultural heritage of their region of focus; (3) solid grounding in one or more of the liberal arts disciplines other than language; and (4) some understanding of the transnational and global context in which their region of focus interacts.

In the aggregate, international education in a liberal arts context should encourage students to transcend the confines of their own backgrounds and upbringing, apprehend the world through others' eyes, and in the process achieve a deeper understanding of themselves and their place within their own cultures. These transformations are prerequisites for living and working effectively in an increasingly interdependent world.

Courses and Requirements

All students who major in international studies share elements at the beginning and the end of their college careers, with a core course and a senior program. Students also have a wide variety of choices within the international studies curriculum. They must specialize in one of the four programs that make up the major: East Asian studies, European studies, Latin American studies, and Russian and East European studies. Students may also propose a program in African studies. In addition, students must specialize in one of the traditional liberal arts disciplines, achieve proficiency in one of the languages Middlebury teaches, and study abroad, preferably for a year but at least for one semester. Because of the complex nature of the international studies major, the difficulties involved in scheduling courses, and the *Middlebury College Handbook's* regulations against counting some of the same courses toward two majors, students pursuing the international studies major are strongly advised not to have an additional major. IS majors may not minor in their disciplinary specialization or their primary language of focus. The minimum requirements for the major in international studies are as follows:

The International Studies Core: Students in the class of 2006 are required to take International Studies 101, Introduction to International Studies, as their sole core course requirement. Students in the class of 2005 and earlier must take ***either*** IS 101 ***or*** two introductory core courses, in two different categories and in two different departments:

Category 1 (comparative): Political Science 103; History 101, 102, 105; Theatre 244; Literature 101; and Sociology/Anthropology 103.

Category 2 (transnational): Political Science 201; Economics 140; Geography 100, 110; and History 233.

Students who declared an IS major before April 23, 2001, should consult the IS Web page for their core course requirements.

Language Study: Students must become proficient in one of the languages that Middlebury teaches. Individual language departments determine what level of study constitutes proficiency, and students will be expected to do advanced work in the language that they study. All majors must take at least one advanced course in the language of study upon returning from abroad and are encouraged to take more than one advanced course.

Regional Specialization: Students must fulfill their program's regional course requirement, listed below. This requirement consists of three or four classes in at least three different departments that focus on the student's region.

Disciplinary Specialization: Students must take at least five courses within a single discipline designed to introduce them to its key concepts and methods, as well as prepare them to do advanced work in it; see "Disciplinary Specializations by Department" below. Within a student's disciplinary specialization, at least one of these five courses must be an upper-level seminar, and at least two of the courses should have substantial content on the geographical area of specialization. Where possible, such regional courses should be taken on the Middlebury campus, and at least two of the courses should be taken before going abroad.

Study Abroad: Students must study abroad for at least one semester (and preferably for a year) on a Middlebury-approved study abroad program in their region of focus. Students must receive the approval of the relevant departments and/or, as appropriate, the program director to receive major credit for courses taken abroad.

Senior Program: (1) A senior international studies seminar that is thematic, interdisciplinary, cross-regional, and team-taught. A list of these International Studies seminars will be made available each year. (2) An upper-level course, preferably two, in the language of emphasis that will be taken after returning from abroad. Students may also elect to write an honors thesis during their senior year. Students doing a two-semester thesis may elect to have the IS seminar requirement waived.

Honors: Honors will be awarded to students with at least a 3.3 average in all courses that count toward the major* and a grade of B+ or better on the thesis; high honors will be awarded to students with at least a 3.5 average in all courses that count toward the major and a grade of A- or better on the thesis; and highest honors will be awarded to students with an average of 3.7 or better in all courses that count toward the major and a grade of A on the thesis

* "All courses that count toward the major" means:

1. IS core courses
2. The disciplinary courses required for the major
3. The regional specialization courses required for the major, including one-term independent projects
4. The language courses required for the major
5. The senior seminar in IS, and/or the IS 700 thesis

AREA SPECIALIZATIONS

African Studies:

There is no major track in African studies, but the International Studies Steering Committee is willing to consider petitions from individual students who have concrete plans to complete all the requirements for the international studies major, incorporating courses on Africa as their area of focus. Students should not consider this alternative unless they commit themselves to study a language offered at Middlebury to an advanced level and to study the appropriate indigenous African language to a level of reasonable competence. Petitions will be considered by the International Studies Steering Committee, and students whose petitions are accepted will be monitored by Middlebury faculty associated with African studies, in consultation with the director of the international studies major.

East Asian Studies:

Language/Culture: Satisfactory completion of advanced work in either Chinese or Japanese. The Chinese and Japanese departments will specify which courses fulfill this requirement.

Regional Specialization: For students who elect to learn the Japanese language, four non-language courses (three of which must focus predominantly on Japan); one of which must be a 200-level course in Japanese history with HI 235 strongly recommended; two of which must be courses in two different departments in art history, literature, philosophy, religion or a social science; and one of which must focus on China or East Asia.

For those students who elect to learn the Chinese language, four non-language courses (three of which must focus predominantly on China); one of which must be a 200-level course in Chinese history with HI 231 strongly recommended; two of which must be courses in two different departments in art history, literature, philosophy, religion or a social science; and one of which must focus on Japan or East Asia.

Among the courses that can fulfill this requirement are: Chinese 130, 216, 220, 225, 250, 340; Economics 425, 426; History of Art and Architecture 103, 217, 222, 224, 232; History 231, 232, 233, 235, 236, 237; Japanese 216, 220, 237, 320, 325, 350, 360; Political Science 210, 218, 220, 419; Religion 221, 312, 320,326, 327; Sociology/Anthropology 335.

Disciplinary Specialization: Five courses or more in a single department; see "Disciplinary Specializations by Department" below. At least one of these courses must be a methods course, a theory course, or a 400-level seminar. At least two courses must be in East Asia.

Study Abroad: Study abroad in China or Japan, preferably for a year but at least for one semester. Students must receive the approval of relevant departments and/or, as appropriate, the director of East Asian studies to receive major credit for courses taken abroad.

Senior Program:

1) A senior international studies seminar that is thematic, interdisciplinary and/or cross-regional, and team-taught.

2) An upper-level course, preferably two, in the language of emphasis that will be taken after returning from abroad. The language departments will determine which courses can be taken to fulfill this requirement, in consultation with the program director.

3) IS 704 Thesis. Students are eligible to write a senior honors thesis if they have a 3.3 GPA or better in all EAS-related courses. The writing of a two-semester thesis is required in order to graduate with honors. Departmental honors are awarded to students whose grade point average is 3.3 or better in all EAS-related courses, not including the senior thesis itself, and who receive a grade of B+ or higher on the two-semester senior thesis. Normally, the thesis adviser is from the department of the student's disciplinary focus. Students who are eligible to write the senior honors thesis should register for IS 704 for the fall and winter of the senior year. Use of the spring semester is not permitted. The thesis should be approximately 70 to 100 pages in length and should demonstrate the use of primary sources in the language relevant to the major. Students who write an IS 704 thesis are not required to take an international studies senior seminar, but are encouraged to do so. Thesis guidelines and procedures are sent to seniors in the fall of their senior year and are available from the chair of EAS.

4) EA 500 Project. If students do not write a thesis, they must do a senior independent research project of approximately 30 to 50 pages. The student will receive official departmental recognition for his/her efforts. Students who choose this option should register for one upper-level EAS course for the fall semester and EA 500 for the winter term of the senior year. Use of the spring semester to write a project is not permitted.

European Studies:
***Language/Culture*:** Language competency; satisfactory completion of at least one advanced course taught in the language of emphasis (French, German, Italian, or Spanish). Individual language departments will specify which courses fulfill this requirement.

Regional Specialization: Four courses with exclusive or primarily European content, in three different departments. To fulfill this requirement, one course must be taken in history, and one course must be taken in the social sciences division. Among the Middlebury College courses that can fulfill the regional requirements are: Classics 121, 140, 141, 150, 151, 152, 160, 175; Classics/History 131, 132, 331, 332, 350; Economics 335, 431; French 210, 221, 230, 341, 345, 347, 348, 360, 361, 361, 365, 376, 377, 379, 380, 385, 387; French/Theatre 241; Geography 223; German 308, 310, 311, 312, 313, 318, 321, 330, 333, 335, 417, 432; German/Theatre 314; History of Art and Architecture 200, 201, 202, 205, 212, 213, 216, 221, 223, 250, 253, 254, 302, 303, 304, 312; History 103, 105, 242, 243, 244, 245, 246, 349, 350, 401, 402, 403, 413; History/Music 256; Italian 251, 252, 291, 292, 294, 296, 298, 299, 353, 354, 355; Music 220, 221; Philosophy 201, 205, 225; Political Science 225, 226, 228, 317, 318, 324, 333, 440; Sociology/Anthropology 105, 337, 353, 420; Spanish 304, 306, 371, 374; Women's and Gender Studies 225.

Disciplinary specialization: Five courses or more in a single department; see "Disciplinary Specializations by Department" below At least one of these five courses must be an upper-level seminar. At least two of the courses must focus on Europe or individual countries in Europe.

Study abroad: Study abroad in Europe, preferably for a year but at least for one semester. Students must receive the approval of relevant departments and/or, as appropriate, the director of European studies to receive major credit for courses taken abroad.

***Senior Program*:**

1) An upper-level course, preferably two, in the language of emphasis that will be taken after returning from abroad. The language departments will determine which courses can be taken to fulfill this requirement in consultation with the program director.

2) An upper-level disciplinary seminar (to be double-counted under "Disciplinary Specialization" above).

3a) A senior international studies seminar that is thematic, interdisciplinary and/or cross-regional, and team-taught.

and/or

3b) IS 702 European Studies Senior Honors Thesis (normally fall/winter or winter/spring)

Students may propose to write an honors thesis during their senior year. A thesis is required for honors. Students must have a 3.3 average or better in all European studies courses to apply for an honors thesis, i.e., all graded core courses, language courses, regional and disciplinary courses. No exceptions will be made to these requirements.

Latin American Studies:
***Language/Culture*:** Language competency: satisfactory completion of advanced work in Spanish as determined by the Spanish department.

Regional Specialization: Four regional courses, including either HI 285 or HI 286 (or their equivalent/s), one course in a social science department, and one course in the Spanish department. Students may not count senior program courses (i.e., disciplinary seminars or upper-level language courses) to fulfill this requirement. Among the courses that can fulfill this requirement are: Economics 225; History 285, 286, 455; Political Science 223, 230, 260, 303, 335; Sociology/Anthropology 321, 326; Spanish 307, 357, 375, 377, 378, 379, 437.

Disciplinary Specialization: Five courses or more in a single department; see "Disciplinary Specializations by Department" below. At least two of the courses must have substantial Latin American-related content. If such Latin American content courses cannot be taken at Middlebury, students may take these courses while abroad.

Study Abroad: Students are required to study abroad in Latin America for at least one semester on an approved program and are strongly encouraged to spend the entire year abroad. Students must receive the approval of relevant departments and/or, as appropriate, the director of Latin American studies to receive major credit for courses taken abroad.

Senior Program:

1) A senior international studies seminar that is thematic, interdisciplinary and/or cross-regional, and team-taught.

2) An upper-level course, preferably two, in Spanish that will be taken after returning from abroad. The Spanish department will determine which courses can be taken to fulfill this requirement, in consultation with the program director.

Students may also propose to write an honors thesis in their senior year. Honors will be awarded to students with at least a 3.3 average in Latin American studies courses and a grade of B+ or better on the thesis; high honors will be awarded to students with at least a 3.5 average in Latin American studies courses and a grade of A- or better on the thesis; and highest honors will be awarded to students with an average of 3.7 or better in Latin American studies courses and a grade of A on the thesis.

Russian and East European Studies:
Language/Culture: Language competency: satisfactory completion of at least second- and preferably third-level Russian or the Russian School equivalent.

Regional Specialization: Three courses in three different departments. Among the courses that can fulfill this requirement are: Economics 230, 330; History 233, 247, 248; International Studies/Environmental Studies 249; Political Science 227, 228; Russian 122, 151, 152, 231, 234, 251, 351, 352, 354; Sociology Anthropology 338; Russian/Women's and Gender Studies 255.

Disciplinary specialization: Five courses or more in a single department; see "Disciplinary Specializations by Department" below. At least two of the courses must have substantial Russian/East European-related content. If such Russian/East European content courses cannot be taken at Middlebury, students may take these courses while abroad.

Study Abroad: Preferably for a year, but at least for one semester, at one of the sites of the C. V. Starr Middlebury Schools in Russia in Irkutsk, Moscow, Voronezh, or Yaroslavl. Students must receive approval from the relevant departments and/or, as appropriate, the director of Russian and East European studies to receive major credit for courses taken abroad.

Senior Program:

1) A senior international studies seminar that is thematic, interdisciplinary and/or cross-regional, and team-taught.

2) An upper-level course, preferably two, in Russian that will be taken after returning from abroad. The Russian department will determine which courses can be taken to fulfill this requirement, in consultation with the program director.

Students may also elect to write a thesis during their senior year. Honors will be awarded to students with at least a 3.3 average in Russian and East European studies courses and a grade of B+ or better on the thesis; high honors will be awarded to students with at least a 3.5 average in Russian and East European studies courses and a grade of A- or better on the thesis; and highest honors will be awarded to students with an average of 3.7 or better in Russian and East European studies courses and a grade of A on the thesis.

Disciplinary Specializations by Department

Disciplinary requirements are listed below. Students are required to take two courses within their disciplinary specialization that have substantial content in their region of focus. If these regional courses cannot be taken at Middlebury, students may take them while abroad. Area program directors will determine which courses fulfill this regional requirement in consultation with individual departments.

Economics: EC 150, EC 155, EC 250, EC 255, one 200- or 300-level elective, and one senior seminar in international or developmental economics.

Film/Video: TH 131, TH 231;TH 232 or TH 339 or TH 340; one course offered on a foreign language cinema as available, TH431, and one elective in film/video taught during the regular fall or spring terms..

Geography: GG 100 or GG 110, GG 206 or GG 210 or GG 211, GG 214 or GG 215, GG 310 or GG 320; GG 220 or GG 223; and a 400-level seminar. Students wishing to write an honors thesis are required to take an additional technique course and GG 340.

History: A 100-level course taken at Middlebury; four other lecture or readings courses, including at least two regional courses above the 100 level and at least one course outside the regional focus (These courses should be taken at Middlebury; but with the permission of the history adviser, they can be taken abroad); a 400-level research seminar, normally taken in the senior year. This seminar, which will normally be in one of the regions covered in the IS major, must be taken at Middlebury. With permission of the area program director, students may substitute a two-term senior thesis for the research seminar.

History of Art and Architecture: One of the following: HA 101, HA 103, HA 104, HA 110 or HA 111; four additional courses at the 200 level or higher (two of which should be in the region and one outside the region of specialization). In addition, all students must write a two-semester senior thesis under the auspices of history of art and architecture, which will include HA 700, HA 710, and IS 700. Since students are required to write a thesis, they will not be required to enroll in an IS seminar, although they are encouraged to do so.

Literature and Culture:

Chinese: Either CS 130, CS 210, or CS 216; CS 220 or CS 340; one course in Chinese poetry, film, culture or other genre from among CS/HA 206, CS/TH 250,CS 325,CS 330; CS 360; and CS 475.

French: Two courses from FR 210, FR 221, and FR 230; three at the 300 level (taken at Middlebury or in Paris); plus one or more courses at the 300 or 700 level, or senior independent work, upon return from Paris.

German: Any five courses at the 300 level, up to four of which may be taken at Mainz, plus GN 700 or a course at the 400 level.

Italian: In addition to language proficiency, four 300-level courses, including IT 355 or its equivalent in Florence or Ferrara, plus one 400-level seminar.

Japanese: In addition to language courses, five courses on literature, film, or culture offered by the Department of Japanese Studies.

Russian: RU 151, RU 152, three others (taken either at Middlebury or in Russia), and RU 704.

Spanish: Five courses at the 300 level or above, including SP 300, at least one literature course in the area of interest beyond the 300 level, at least one culture course in the area of interest, and one 400-level seminar during the senior year.

Philosophy: PA 150; PA 180; and one course from each of the following areas: (1) ethics or social and political philosophy; (2) epistemology, language, metaphysics, and science; (3) history of philosophy; plus a seminar (to be taken spring of junior year or fall of senior year).

Political Science: PS 103 and PS 201; one course from PS 101, PS 102, PS 104, PS 107; two other courses at the 200 or 300 level from either comparative politics or international relations and foreign policy categories, plus one 400-level seminar in one of these categories at Middlebury in junior or senior year. IS seminars co-taught by PS faculty cannot substitute for 400-level PS seminars, but will count towards the six required courses in political science. In addition, it is highly recommended that IS thesis candidates enroll in PS 501 (Fall).

Religion: At least two courses on religious traditions in the region of specialization (may be taken in programs abroad); RE 400; and Senior Project in Religion focusing on the region of specialization.

Sociology/Anthropology: SA 103, SA 105, SA 301 or SA 302, SA 305 or SA 306, plus two other sociology/anthropology electives, including an SA seminar.

International Studies Courses

IS 101 Introduction to International Studies (Spring)

This course introduces students to the range of approaches to international studies and is a required core course for all international studies majors. Through guest lectures and lectures by the instructors, the course will survey different disciplinary perspectives on international studies, including anthropology, cultural studies, economics, film, geography, history, literature, political science, religion, and sociology. It will also cover transnational forces—such as international economic forces and international relations—and different regional perspectives in international studies, and will include discussion of Africa, East Asia, Europe, Latin America, the Middle East, Russia, and South Asia. CMP (J. Cason, N. Waters)

IS 432 Ethnographic Cinema (Not offered 2002-03)

Ethnographic film crosses the boundaries between academic anthropology, art history, and popular media. This course will address the construction of meaning in ethnographic films in relation to the parallel concerns of anthropology. We will focus on individual films, examining their meanings from the perspectives of filmmakers and viewers. We will consider various approaches to film art, the relation of other visual media to ethnographic representation, and the challenges these pose to traditional texts. The class will appeal to students of anthropology and film as well as others interested in international studies and the politics of cross-cultural representation. This course is equivalent to SA 432 and TH 432.

IS 434 Revolution and the Arts (Not offered 2002-03)

This seminar will explore how works of art function when connected with revolutionary upheaval. We will examine how they function as aesthetic constructs and as powerful sociopolitical phenomena during times of political, social, religious, or cultural change. Comparisons will be made among a variety of visual images, literature, and innovative films while considering their specific historical contexts and implications, including the French Revolution and its Napoleonic aftermath; the Bolshevik revolution and Stalinism; the colonialism of the British Raj and the Indian Independence movement; the Chinese communist revolution; the Spanish Civil War; German National Socialism; and a recent controversy in contemporary America. This course is equivalent to HA 434 and CS 434.

IS 435 Religion and Conflict (Not offered 2002-03)

This course will be devoted to the examination of the relationship between religion and conflict, with readings and insights from religion, philosophy, history, and political science. Two questions would be central to our discussion: (1) Do religious differences, or other factors, provide the most potent explanations for the outbreak of these conflicts? (2) Why are religious differences so difficult to resolve? The answer to the first question requires a fuller understanding of the political, social, historical, and ideational forces associated with each of the conflicts. An answer to the second question requires a fuller understanding of each of the contending faiths and their relationships to each other. This course is equivalent to PS 435 and RE 435.

IS 436 Terrorism (Spring)

Terrorism, the act of violent resistance against real or perceived oppression, has taken on new dimensions in an age dominated by mass media and technology. Can we make reliable distinctions between terrorism, anarchism, guerrilla warfare and random mass murder? What are the political, social, and cultural conditions that favor terrorism? What makes an individual a terrorist? How have governments coped with terrorist movements? What is "state terrorism?" Looking at terrorist movements across the globe, as well as the historical evolution of terrorism, this course will examine explanations for this disintegrative phenomenon given by social scientists, historians, writers, and filmmakers. This course is equivalent to GN 436 and GG 436. (*Approval only*) All students seeking to register for this IS seminar must leave application for approval with Carolann Davis in the Robert A. Jones '59 House. (M. Geisler, T. Mayer)

IS 437 Internationalizing Culture: Beyond the Borders in Modern Art and Film (Not offered 2002-03)

This course will examine how the visual language of international modernism coexists or conflicts with national identity in modern art and film. We will examine the tensions between nationalism and "internationalism" in twentieth-century visual culture by examining selected artists, and movements, against the backdrop of politics, economics, and individual expression. Artists and filmmakers to be discussed include: Duchamp, Vertov, Eisenstein, Dali, Buñuel, Man Ray, Picasso, Pollock, Brakhage, Warhol, and Judd. We will compare the aggressive internationalism of modernist artists and filmmakers, who posit abstraction as a universal system of communication, to the insistent lure of national identity. This course is equivalent to FM 437 and HA 437.

IS 438 Struggles of the Sacred and Profane (Not offered 2002-03)

This course will study and compare various types of civil, religious, and nationalist movements in the late nineteenth and twentieth centuries. In comparing the various movements cross-culturally, we will attempt to create a paradigm for analysis that will help us to understand the role of religious and civil discourse in grass roots and national movements in a number of countries around the world, although special emphasis will be given to Latin America and the Islamic world. We will examine the similarities and differences among the discourses that various movements employ to empower themselves and forge "community," the relationship that they have to the state, and the relationship of these movements to the discourse on modernization. This course is equivalent to HI 438 and RE 438

IS 442 Jihad vs. McWorld (Not offered 2002-03)
In the new millennium, we may all be part of a global market economy, but can we live in a global market society? This seminar examines two major forces shaping the world today. One is "McWorld," a homogenizing global trend resulting from modern technology, communications, and an increasingly interdependent capitalist world economy. The other is "Jihad," a resurgence of ethnic politics, fundamentalist religious movements, and the "politics of identity." We will analyze the origins, development, and interaction of these two seemingly contradictory trends through case studies from a variety of disciplinary perspectives. This course is equivalent to PS 442 and SA 442.

IS/WG 444 Gender, Performance, and Modernity in the Postcolonial World (Spring)
Cultural performance has historically been at the center of gendered struggles over the meaning of tradition, identity, and modernity in the postcolonial world. As men and women have negotiated the transformations of colonial and postcolonial life in different societies, they have created and recreated modes of expression—music, dance, theatre, and oral performance—to communicate their changing positions in their communities. We will look first at theoretical writings on the intersection of gender, performance, and power relations in the modern world. We will then draw upon case studies from South Asia and Africa to examine how gender relations in both rural and urban spheres have been performed in new and inherited genres over the past century. This course is equivalent to HI 444, WG 444, and MU 444. All students seeking to register for this IS seminar must leave application for approval with Carolann Davis in the Robert A. Jones '59 House at least two weeks prior to the beginning of registration. (J. Tropp, J. Post)

IS 445 Ethnicity, Nationalism, and the State: Voices and Responses (Fall)
This seminar will explore the nexus between ethnicity and politics from multiple disciplinary perspectives, focusing on the often overlooked differences between nationalism (allegiance to one's "nation" or cultural group) and patriotism (allegiance to one's state or political entity), and the conflicts these differences can create in multinational states. Special attention will be paid to the origins of ethnic challenges to existing state structures, as well as to subsequent state efforts to contain ethnic strife. We will also explore the myths and realities of group identification and solidarity, and how tensions between the multiple loyalties required in the modern state system have exacerbated ethnic tension in some states and ameliorated it in others. Examples will be drawn from both the industrialized and developing worlds. (PS 103 or PS 230 or PS 324 or GG 100 or GG 110 or GG 120). This course is equivalent to GG 445 and PS 445. *(Approval only)* All students seeking to register for this IS seminar must leave application for approval with Carolann Davis in the Robert A. Jones '59 House. (R. Liebowitz, A. Stanger)

IS/EL 449 Imperialism and Culture (Spring)
This course examines both the culture of imperialism and countercultures under colonial and postcolonial rule. Using literature, film, essays and history, we will explore the ways in which British rule in Africa and South Asia prompted political and cultural responses that eventually resulted in independence. This course is equivalent to EL 449 and FR 449. (*Approval only*) All students seeking to register for this IS seminar must leave application for approval with Carolann Davis in the Robert A. Jones '59 House at least two weeks prior to the beginning of registration. (2.5 hrs. sem.)(E. Knox, Y. Siddiqi)

IS 451 Development and Democracy (Not offered 2002-03)

IS 454 Leadership: Politics and Psychology (Not offered 2002-03)
This seminar will approach the subject of leadership from a multidisciplinary (politics and psychology) perspective, focusing on (1) the individual personalities and values of leaders; (2) the relationship of leaders to the institutions they serve; and (3) the role of the state and cultural context in a number of case studies of leadership, including the United States (Wilson), Germany (Hitler), the Czech Republic (Havel), Russia (Stalin), South Africa (Mandela), and the United Kingdom (Thatcher). This course is equivalent to PS 454 and PY 454.

IS 458 The Aesthetic Principles of Musical Theatre in Asia and Western Europe (Not offered 2002-03)

IS 460 Global Consumptions: Food, Eating and Power in Comparative Perspective (Not offered 2002-03)
Using interdisciplinary approaches, we will examine the practices and politics of food and eating in a range of regions. Food sustains, not only bodies, but national, ethnic, and social identities as well. Notions of time and space, order and transgression, nature and culture have long affected what people eat and how they do it. How does eating, this most basic and universal of human practices, both reflect difference and create it? How are food systems, symbolic and "real," linked to national and international politics? Finally, how are contemporary food practices influenced by "modernization" and "globalization"? We will consider these and other questions as they apply to Asia, Europe, Africa, Latin America, and the United States in the second half of the twentieth century. This course is equivalent to FR 460 and SA 460.

IS 701 Russian and East European Studies Senior Thesis (Fall, Winter, Spring)

IS 702 European Studies Senior Thesis (Fall, Winter, Spring)

IS 703 Latin American Studies Senior Thesis (Fall, Winter, Spring)

IS 704 East Asian Studies Senior Thesis (Fall, Winter)

ITALIAN

Professors: Ugo Skubikowski (chair), Patricia Zupan; *Associate Professor:* Sandra Carletti; *Assistant Professor:* David Castronuovo; *Visiting Assistant Professor:* Natasha Chang, T. Marsden Van Order; *Visiting Lecturer:* Ilaria Brancoli-Busdraghi

Our programs offer students the opportunity to achieve high competence in written and spoken Italian, in understanding Italian literature and culture, and in applying this linguistic, literary, and cultural knowledge to the study of other disciplines. Our academic year program emphasizes the study of literature and culture in the context of language acquisition. The other integral components of our program—the Italian School (summer on the Middlebury College campus) and the Middlebury College School in Italy (junior year or semester), and the newly established program at the University of Ferrara (for students who prefer immersion into the Italian university system), encourage students to deepen and broaden their study of Italian literature, cinema, history, art history, political science, and other selected disciplines. Junior students may elect to continue their study of Italian on campus, as each year at least two courses are offered at every level from first year through senior work. Faculty members direct independent research projects (IT 550) according to fulfillment of the prerequisites and schedules established below. Qualified students seeking senior honors (IT 755) may elect to do either a thesis or a comprehensive exam as described below.

MAJOR PROGRAMS

Full or Double Major in Italian: (1) Eleven credits or more in Italian beyond IT 101-103, including senior work; (2) IT 251-252 or IT 261-262-263 in the Italian School (summer); (3) year at Middlebury School in Florence, Italy, or at the University of Ferrara normally expected, including IT 354-355 or equivalent and at least one yearlong course at the University of Florence or Ferrara, or a semester abroad and advanced-level work in the summer Italian School; (4) seven of nine credits from Florence or Ferrara, applicable to major; (5) senior work, two 400-level seminars, each requiring a research paper.

Joint Major in Italian: (1) Seven credits or more in Italian beyond IT 101-103, including senior work; (2) joint major program in another discipline; (3) IT 251-252 or equivalent; (4) semester at Middlebury School in Florenceor Ferrara, normally expected; (5) three of four fall credits or four of five spring credits from Florence or Ferrara applicable to the Italian part of the major; (6) senior work, two 400-level seminars, each requiring a research paper. Joint project credited in either of two disciplines strongly recommended.

ASSOCIATED PROGRAMS

International Studies Major with Italian: Along with other required courses and senior work as described in the international studies major section, completion of the Italian language component requires: (1) proficiency in Italian (IT 251-252 or IT 261-262-263 at the Italian School (summer), normally with average of B, or additional course work in the summer Italian School); (2) at least one semester, and preferably a year, at the Middlebury College School in Florence, Italy, or at the University of Ferrara; (3) one or more 400-level seminars in Italian upon return from Italy.

European Studies Track, International Studies Major: Italian courses fulfilling components of this track are (1) language proficiency, IT 251-252 (normally with average of B, or further summer work in the Italian School) or IT 261-262-263 in the Italian School (summer); (2) regional specialization, chosen from IT 290-level courses (in English), or IT 300-level courses (in Italian) taught at Middlebury, Florence, or Ferrara; (3) disciplinary specialization in Italian, no more than two courses from IT 251, IT 252, or IT 261-262-263 (at the Italian School); four 300-level courses, including IT 355 or its equivalent in Florence or Ferrara; one 400-level seminar; (4) study abroad, at least a semester, and preferably a year, at the Middlebury College School in Florence, Italy, or at the University of Ferrara; (5) senior work, one or more 400-level seminars in Italian upon return from Italy.

MINOR IN ITALIAN

The Italian minor consists of six courses: IT 251, IT 252, (or two courses counted from IT 261-262-263 in the Italian School) and four 300-level courses, including IT 355, or its equivalent in Florence or Ferrara.

Students entering the program with a standing beyond the IT 252 level will be required to take at least one 400-level course as part of the Italian minor. All courses at the 300 level can be completed during the academic year at Middlebury, at the Italian School, or at the Middlebury College School in Italy (Florence), or at the University of Ferrara.

REQUIREMENTS FOR JUNIOR YEAR/SEMESTER ABROAD

Because students going to the School in Italy or at the University of Ferrara intend to fulfill academic requirements for a full, double, or joint Italian major, an international studies major, or an Italian minor, we expect them to achieve a high level of spoken and written Italian before participation there.

Since most of our students come to Middlebury with no prior knowledge of Italian, our prerequisites for study abroad at our programs in Italy intend to insure high competence. No matter what academic specialization students choose, there are three general requirements for participation in our programs in Italy: (1) an overall academic average of B–; (2) a minimum of five full semesters in Italian, or equivalent, normally with an average of B; (3) continuous study of Italian up to the semester of departure.

The proficiency requirement for participation is normally completed in one of two ways: over two academic years (IT 101, 102, 103, 251, 252, and possible further summer work in the Italian School), or over twelve months (IT 101, 102, 103, and 200-level summer work in the Italian School).

For those electing the two-year option, the fifth semester of study, normally completed in the summer at the Italian School, may be waived if a B average is achieved in IT 251-252. Otherwise, preparation will be completed at the Italian School, at Level II or III, normally with a minimum average grade of B.

Those electing the 12-month format will attend the summer Italian School at Level II or III before any participation in our programs in Italy, whether for the full junior year or for a junior semester.

Because of the demanding and intensive nature of both the summer Italian School and our programs in Italy, and the difficulty of finding equivalent programs either in the United States or in Italy, we discourage alternative programs preparatory to study in Florence or Ferrara.

Febs who plan to study at the Middlebury College School in Florence in their junior year must enroll in the Italian School for the summer prior to their departure after successful completion of IT 103.

Middlebury College School in Italy

Students may study for a semester or for a full year in Italy. Fall and spring term students enroll for language, literature, and civilization courses in September and January, respectively, at our study center in Florence only. The following are courses taught at the School in Italy in 2002-2003:

Fall:

Advanced Language Practice I
The European Union: Problems and Perspectives of Integration
Aspects of Nineteenth- and Twentieth-Century Italian Literature
Giotto and Tuscan Art from the Late-Thirteenth to the Mid-Fourteenth Centuries
Contemporary Italian History

Spring:

Advanced Language Practice II Florence from the Thirteenth to the Sixteenth Centuries
Survey of Medieval and Early Renaissance Italian Literature
Introduction to High Renaissance and Mannerism
Themes and Genres of Italian Cinema
The Genius of Michelangelo and Sixteenth-Century Florentine Sculpture

Full-year students are expected to enroll in a year-long elective course at the Università degli Studi di Firenze. Listed below are subject areas generally offered there:

Archeologia
Archeologia e Storia dell'arte greca e romana
Filologia
Letteratura italiana
Linguistica
Museologia
Musicologia
Organizzazione internazionale
Relazioni internazionali
Sistema politico italiano
Sistemi sociali comparati
Sociologia della comunicazione
Sociologia della famiglia
Sociologia urbana
Storia contemporanea
Storia dei movimenti e dei partiti politici
Storia dei movimenti sindacali
Storia del cinema
Storia del pensiero politico contemporaneo
Storia del Rinascimento
Storia del Risorgimento
Storia del teatro e dello spettacolo
Storia dell'arte
Storia dell'integrazione europea
Storia della lingua italiana
Storia delle dottrine politiche
Storia delle tradizioni popolari
Storia economica e sociale del medioevo
Storia economica e sociale dell'età industriale
Storia medievale
Storia moderna
Storia romana

The University of Ferrara

Students who apply to the program at the University of Ferrara must contact the department chair to discuss their plans. ***Important:*** All students studying at the University of Ferrara must take a literature course each semester, in consultation with the department chair.

IT 101 Intensive Beginning Italian (Fall)
An introduction to the Italian language that provides a foundation in both spoken and written Italian. Focus on the spoken language encourages rapid mastery of the basic structures and vocabulary of contemporary Italian. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Conversation and drill are stimulated and fostered through active reference to popular Italian music, authentic props, and slides of Italian everyday life and culture. Students are required to participate in the Italian table. 6 hrs. disc./perf.; 2 hrs. screen (extra credit) **LNG** (S. Carletti, N. Chang, I. Brancoli-Busdraghi, U. Skubikowski, T. Van Order)

IT 102 Intensive Beginning Italian (Winter)
A continuation of IT 101, required for enrolling in IT 103. 8 hrs. disc./perf.; 2 hrs. screen. **LNG** (I. Brancoli-Busdraghi, D. Castronuovo, N. Chang, T. Van Order)

IT 103 Intensive Beginning Italian (Spring)
Emphasis on increased control and proficiency in the language through audiovisual, conversational, and drill methods. Italian life and culture continue to be revealed through the use of realia. Short reading selections on contemporary Italy and discussions enlarge the student's view of Italian life and culture. Students continue to participate in the Italian table. (IT 101 or equivalent, IT 102) 6 hrs. disc./perf.; 2 hrs. screen. **LNG** (S. Carletti, D. Castronuovo, N. Chang, U. Skubikowski, T. Van Order)

IT 251 An Introduction to Contemporary Italy (Fall)
Intended for students at the intermediate level, this course will afford the opportunity to expand conversation, writing, and reading skills while consolidating knowledge of the more difficult points of grammar. The contextual focus of the course is contemporary Italian culture, including contemporary history and politics, the economy, the division between North and South, immigration from developing countries, environmental issues, and popular music, among others. Italian films, music, and articles from newspapers and newsmagazines will enhance and complete the learning experience. (IT 103 or equivalent) 4 hrs. lect./disc.; 2 hrs. screen. **LNG SOC** (D. Castronuovo, N. Chang, U. Skubikowski)

IT 252 Italian Culture from Fascism to the Present (Spring)
To deepen the historical knowledge gained in IT 251, we will discuss and analyze modern and contemporary Italian literature of various genres, as well as essays, art, and film. In the context of reading, critical viewing, textual analysis, and discussion, we will continue to develop both historical and linguistic competence. Discussion and the writing process, along with selected exercises, will continue to refine grammatical competence. (IT 251 or equivalent) 3 hrs. lect./disc. **LNG LIT** (N. Chang, T. Van Order)

IT/LS 290 Dante (in English) (Not offered 2002-03)
An introduction to Dante's major literary works, *La Vita Nuova (The New Life)* and the *Divine Comedy.* Close readings of the text will seek to give students an appreciation of Dante's place in world literature. Dante's masterpieces will also be discussed in a historical and philosophical perspective, and supplementary readings will acquaint the reader with the medieval view of life and literature. **LIT EUR**

IT 296 Literature of the Italian Renaissance (in English) (Not offered 2002-03)
After examining some passages from Dante to understand the medieval view of humankind, we will explore the growing optimism that began to manifest itself in the late fourteenth century in Italy with regard to the human ability to realize goals, affect history, and leave an enduring legacy to posterity. We will then seek to understand why this great optimism began to wane by the end of the fifteenth century. Authors include: Boccaccio, Petrarch, Pico, Alberti, Ariosto, Machiavelli, Michelangelo, Guicciardini, and Cellini. Limited spaces available for students to satisfy the College writing requirement. **EUR LIT**

IT/MU 297 Italian Opera in Performance: Historical Context and Original Language (Fall)
See Department of Music listings for course description. **ART LIT EUR** (D. Castronuovo, S. Moore)

IT 298 Italy in World War II: Memory, Myth, and Martyrdom in Literature and Film (in English) (Not offered 2002-03)
This course explores how Italian writers and filmmakers in the period 1945-1960 represented the nation's experience of World War II. After a historical overview of Italy's plight in the conflict, we will discuss the images and underlying interpretations of the war presented in biographies and songs, as well as in poetry, short stories, and the canon of Resistance novels, including Vittorini's *Men and Not Men*, Calvino's *The Path of the Nest of Spiders*, and Rossellini's *Open City* and *Paisan.* We will focus on martyrdom as a central theme in collective memory and national mythmaking in our study. **LIT HIS EUR**

IT/LI 299 Literary Feasts: Representations of Food in Modern Narrative (in English) (Spring)
This course will consider food and eating practices within specific cultural and historical contexts. We will analyze realistic, symbolic, erotic, and political functions surrounding the preparation and consumption of food. Readings will be drawn from several national traditions, with a focus on Europe. Authors will include, among others, Calvino, Dinesen, Joyce, Hemingway, Kafka, Lampedusa, Maugham, Vittorini, Woolf, and Zola. Viewing of films where food and eating play an important role will supplement class discussion. **LIT EUR** (S. Carletti)

IT 352 Cinema e Letteratura del Novecento (Fall)
This course examines cinematic and literary representations of major themes in twentieth-century Italy. Areas of particular focus will be fascism, WW II and the Resistance, the cold war and postwar ideologies, the changing roles of women in Italian society, and the southern question. Readings will include: the works of Eugenio Montale, Giuseppe Ungaretti, Cesare Pavese, Dacia Maraini, and Italo Calvino, and films by such directors as Roberto Rossellini, Vittorio De Sica, Federico Fellini, Lina Wertmüller, and others. (IT 252 or waiver) 3 hrs. lect./disc.w/screens. **EUR** (T. Van Order)

IT 353 La Letteratura dell'Emarginazione nell'Italia Unita (dal 1870 al presente)] (Not offered 2002-03)
A survey of various texts (nonfiction, fiction, poetry) that address the experiences of those members of society who have traditionally been considered, within the historical

context of postunification Italy, to be "marginalized." Topics to be studied include: issues of gender and sexuality, political dissent, religious and cultural difference, antisocial behavior, morality, the social role of the artist, regionalism, external and internal immigration. (IT 252 or by waiver) **LIT EUR CMP**

IT 354 Epoche della Letteratura Italiana I: Introduzione al Periodo Moderno (Not offered 2002-03)
This course acquaints students with the major nineteenth- and twentieth-century works and movements and develops the students' linguistic, critical, and analytical skills. The readings will introduce literary genres within a chronological framework. Special emphasis will be placed on the skill of writing in Italian. (IT 252 or equivalent) 3hrs. lecture/discussion; 2 hrs. screen. **LIT EUR**

IT 355 Epoche della Letteratura Italiana II: Introduzione al Medioevo e al Rinascimento (Spring)
Students will continue to develop critical and analytical skills through a careful reading of excerpts from the literary masterpieces of the Italian Middle Ages and the Renaissance. Beginning with Dante's poetic predecessors, we will then consider late medieval prose and poetry through a selective reading of Dante, Boccaccio, and Petrarch. After examining literary humanism, we will analyze the major themes of Italian Renaissance literature to Machiavelli. (IT 252 or equivalent) 3 hrs. lect./disc. **LIT EUR** (D. Castronuovo)

IT/IS 458 The Aesthetics of Musical Theatre in Asia and Western Europe (in English) (Not offered 2002-03)

IT 459 Modern Italian Literature and Culture (Fall)
This course will consider the works of Italian twentieth-century novelists and will explore the authors' narrative techniques within a larger discussion of the social context that their works reflect and interpret. Gender roles, family, class, and politics, among other social themes, will be discussed. (IT 355 or equivalent) 3 hrs. disc. **LIT EUR** (S. Carletti)

IT 460 La Seconda Guerra Mondiale: Tra Mito e Storia (Not offered 2002-03)
Beginning with literature and film produced during the Second World War, this course will examine both neorealism and later works that return to the theme of the war. The formation and development of postwar Italian national identity and the complex relationships between history, narration, memory, and myth will contextualize broader discussions of literature and film. Readings will include: works by Eugenio Montale, Elio Vittorini, Italo Calvino, Cesare Pavese, and Alberto Moravia, among others. Films by Roberto Rossellini, Federico Fellini, Lina Wertmüller, and others will supplement the readings. (IT 355 or equivalent)

IT 461 Dante in the Twentieth Century (Not offered 2002-03)
Dante's *Vita nuova* and *Divina commedia* remain the undisputed source texts of the Italian canon. The terrors and the tragedies of our century, however, challenge the truth of Dante's orderly theological vision of spiritual love, otherworldly retribution, and divine justice. Here we will consider how twentieth-century Italian authors and artists both absorb and question Dante's moral and poetic authority. Authors will include: Giuseppe Ungaretti, Eugenio Montale, Primo Levi, Federico Fellini, Elsa Morante, and Umberto Eco. (IT 459 or equivalent)

IT 490 Dante in Italian (Spring)
After an introduction to the Middle Ages, we will examine examples of Provencal courtly love poetry. We will then consider Dante's poetic predecessors in Italy through poems of the Sicilian School and the Dolce Stil Nuovo, leading to Dante's youthful work, the *Vita Nuova*. A close reading of the *Inferno* will be the focus of the course. Students will be required to give several oral presentations and to complete a research paper that includes critical material. (IT 355 or equivalent) 3 hrs. disc. **LIT EUR** (U. Skubikowski)

IT 550 Independent Study (Fall, Winter, Spring)
Italian faculty as a group will consider and approve requests by qualified juniors and seniors to engage in independent work. After reading the information sheet for Independent Study (available from the department chair), students file a request with the department chair that includes a prospectus and a bibliography of no less than five sources. Requests must be filed within the semester preceding the independent study. Students must file with the department chair by *the end of the second week of classes* for fall term approvals, *by the end the last week of fall semester* for winter term approvals, and by *the end of the first week of spring term* for spring term approvals. *Prior to filing, sufficient advance consultation with project directors is required.* Junior students are strongly encouraged to consider independent study as preparation for senior honors thesis work.

IT 755 Senior Honors (Winter, Spring)
As prerequisite, students must have an A- or above average in Italian courses and a B overall average to be considered for honors work. They may achieve honors through a one-credit thesis of 25 or more pages, whose work may extend over one or more semesters, or through a comprehensive exam. Italian faculty as a group will consider and approve requests by qualified juniors and seniors to engage in honors work.

To file a request for thesis work with the department chair, students must present a prospectus and bibliography of no less than 10 sources within the semester preceding the honors work. Students must file with the department chair by *the second week of classes* for fall term approvals, and by *the last week of fall term* for winter or spring term approvals. To file a request for a comprehensive exam, students must notify the chair within the above dates, so the faculty may discuss the appropriate reading list and exam schedule. *Prior to filing, sufficient advance consultation with thesis and exam directors is required.*

JAPANESE

Professor: Nobuo Ogawa (on leave); *Associate Professor*: Carole Cavanaugh (chair); *Visiting Assistant Professor*: William Gardner; *Lecturer*: Kyoko Davis

The Department of Japanese Studies offers a full range of courses in Japanese language, culture, literature, and film. This structured sequence of courses is designed to prepare students for international careers or for graduate study. Many majors go on to careers in business, international law, or teaching. Most students begin Japanese in their first year at Middlebury College and progress through four levels in modern Japanese (Tokyo common/standard speech). An advanced-level course is available for students who have come to Middlebury with prior training in the language and for those who accelerate their study by attending the summer Japanese School and studying abroad.

The language program emphasizes all four skills: speaking, listening, reading, and writing. Students learn how to use Japanese in a variety of environments and to become active and confident speakers, readers, and writers. Language teaching involves cultural contexts, and considerable attention is given to "cultural fluency," as well as to effective linguistic skills. Language study grounded within the appropriate social, political, and historical framework is supported by courses in a variety of disciplines. Courses in Japanese modern and classical literature, cinema, gender studies, and contemporary culture are offered in English translation and are open to all interested students. Students are required to take courses related to Japan in the Departments of Art History, History, Political Science, Religion, or Philosophy.

Qualified students of Japanese are strongly encouraged to spend the junior year studying in Japan in one of several approved programs in Tokyo or Kyoto at prestigious universities. These programs offer Japanese-language training, as well as Japanese and English-language courses in the various disciplines. Many students accelerate their language study by attending the Japanese School, Middlebury's intensive summer program. The Japanese School offers nine-week courses equivalent to one year of study. Students who attend the summer session just before study in Japan make significant gains that are solidified and enhanced by one semester or an academic year in Japan.

Required for the Major: Students are expected to achieve proficiency in Japanese at the advanced level, requiring the equivalent of four years of language study. Most majors begin their language training at Middlebury. They attain language competency through a combination of courses offered during the regular academic year, summer study in the Middlebury Japanese School, and junior year abroad at one of our approved programs in Japan. Students are strongly encouraged to begin the study of Japanese in their first academic year or in the summer before their sophomore year. Students who begin their study of Japanese in the sophomore year must attend the summer Japanese School before study abroad in Japan. Students complete the equivalent of third- and fourth-year Japanese (JA 301, 302, 401, 402) during their junior year in Japan.

In addition to the completion of JA 402 or equivalent, the following courses are required: JA 116 Traditional Japanese Literature (formerly JA216) and JA 220 Modern Japanese Fiction. These courses must be taken before study in Japan. The following courses are also required:

two of either:

JA 225 (replaces 325) Japanese Language and Culture
JA 230 (replaces 330) Japanese Visual Culture
JA/TH 237 Japanese Film
JA/WG 250 (replaces 350) Gender in Japan

and two of either:

PS/JA 210 Introduction to Modern Japanese Politics and Society
HI/JA 235 History of Pre-Modern Japan
HI/JA 236 The History of Modern Japan
HI/JA 418 Readings in Japanese History: Pearl Harbor and Hiroshima
HA/JA 224 Arts of Japan
RE/JA 221 The Buddhist Tradition in Korea and Japan

Honors: Successful completion of JA 475 and JA 700 Senior Thesis are required for graduation with departmental honors. Departmental honors will be awarded according to the grade point average of courses taken in the department, in the summer Middlebury Japanese School, and in Japan. A grade point average of 3.3 in these courses is required for graduation with honors.

Required for the Minor: Courses required for the minor in Japanese are five semesters of language study, and two additional courses offered by the Japanese department in culture, literature, or film.

Middlebury's Summer School: Intensive language courses are available each summer at Middlebury's renowned Japanese School. During the nine-week session, students and faculty live in the same Japanese language dormitory, take their meals together, and communicate exclusively in Japanese, whether in the classroom or outside of class. Students who enroll in this intensive immersion program learn as much as they would in a regular two-semester course taken during the academic year. For all students pursuing the study of Japanese language and culture, and especially prior to study abroad in Japan, a summer of concentrated study at the second-, third- or fourth-year level in Middlebury's intensive Japanese School is strongly recommended. Students who are unable to begin the study of Japanese in their first year at Middlebury are strongly encouraged to begin or accelerate their study by taking a course in the intensive summer program.

Study in Japan: Almost two-thirds of Middlebury students spend at least one semester studying off campus by the time they graduate. For those students who wish to study in Japan during their junior year, courses well suited to their needs are available at approved programs. Middlebury College is one of 16 colleges in the Associated Kyoto Program consortium. Students accepted to AKP take one academic year of intensive language and a variety of other courses taught by participating faculty from member colleges. AKP students live with Japanese host families and participate in the normal activities of the home. Middlebury students report that the homestay experience is especially enriching. Middlebury College has exchange programs with Doshisha University in Kyoto and Keio University in Tokyo. Students in these programs participate in regular university courses taught in Japanese and have dormitory and other residential options. Students who spend only one semester in Japan usually attend Nanzan University in Nagoya.

LANGUAGE TECHNOLOGY AND RESOURCES

Japanese courses incorporate a variety of computer-driven teaching and learning strategies. Video and audio materials for first- and second-year levels are available on any computer, so that students can view and listen to authentic materials at any time in their dorm rooms or in labs. Japanese films, scripts, and anime in advanced-language courses are also available on the Web to students enrolled in those courses. Many Japanese literature and culture offerings are Web-based multimedia courses. Instructors often make use of conferencing and other electronic tools to extend learning beyond regular class hours. Starr Library contains an extensive collection of works in English on most aspects of Japan; in addition, there are 1,700 works in Japanese, with special strengths in literature and linguistics.

COURSES IN JAPANESE

JA 101 First-Year Japanese (Fall)
An introduction to the modern Japanese language aimed at acquisition of the four basic skills—speaking, listening comprehension, reading, and writing. The emphasis is on thorough mastery of the basic structures of Japanese through intensive oral-aural practice and extensive use of audiovisual materials. The two *kana* syllabaries and *kanji* (characters) will be introduced toward the goals of developing reading skills and reinforcing grammar and vocabulary acquisition. 3 hrs. lect; 3 hrs. drill **LNG** (C. Cavanaugh, K. Davis)

JA 102 First-Year Japanese (Winter)
A continuation of the fall term. (JA 101 or equivalent) 3 hrs. daily **LNG** (W. Gardner, K. Davis)

JA 103 First-Year Japanese (Spring)
A continuation of the fall and winter terms with the introduction of more advanced grammatical structures, vocabulary, and characters. The continuing emphasis of the beginning Japanese course will be upon acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese sociocultural context. (JA 101, JA 102) 3 hrs. lect.; 3 hrs. drill **LNG** (C. Cavanaugh, K. Davis)

JA 201 Second-Year Japanese (Fall)
The goals of the intermediate course are to develop the ability to understand conversational Japanese at natural speed, to express oneself accurately and smoothly in various situations, to read nontechnical materials at reasonable speed with the use of the dictionary, and to express oneself in writing with relative ease. Understanding of Japanese culture will be broadened and deepened through mastery of the course materials. (JA 103 or equivalent) 3 hrs. lect.; 3 hrs. drill **LNG** (K. Davis)

JA 202 Second-Year Japanese (Spring)
Continuation of JA 201. (JA 201 or equivalent) 3 hrs. lect.; 3 hrs. drill **LNG** (K. Davis)

JA 301 Third-Year Japanese (Fall)
The advanced course aims to increase the student's proficiency in modern standard Japanese, both spoken and written. A variety of written and audiovisual materials will be used to consolidate and expand mastery of more advanced grammatical points and vocabulary. Oral presentation, discussion, and composition in Japanese are also important components of the course. (JA 202 or equivalent) 3 hrs. lect.; 3 hrs. drill **LNG** (W. Gardner)

JA 302 Third-Year Japanese (Spring)
Continuation of JA 301. (JA 301 or equivalent) 3 hrs. lect.; 3 hrs. drill **LNG** (W. Gardner)

JA 401 Advanced Japanese (Fall)
Reading, analysis, and discussion of advanced Japanese materials from a variety of modern and contemporary sources. (JA 302 or equivalent) 3 hrs. lect./disc.(staff)

JA 402 Advanced Japanese (Spring)
Continuation of JA 401. 3 hrs. lect./disc. (staff)

JA 475 Advanced Reading in Japanese Studies (Fall)
Students read original materials in a variety of disciplines and develop skills to discuss them in Japanese on a near-native level. This course is required before taking JA 700, but any student may enroll with permission of the instructor. (*Approval only*) 3 hrs. disc. (K. Davis)

JA 500 Independent Study (Winter)

JA 700 Senior Thesis (Winter, Spring)
Students write a thesis in English or an essay in Japanese on literature, film, or culture in consultation with the instructor. (JA 475)

COURSES IN ENGLISH

In the following courses, readings, lectures, and discussion sections are in English.

JA 116 Traditional Japanese Literature in Translation (Fall)
This course is an introduction to Japanese literature from ancient times to the late medieval period. We will discuss

the Japanese poetic tradition; the relationship between literature and religious beliefs; and issues of gender, sexuality, and subjectivity. Readings will include Noh plays and the great prose work *The Tale of Genji*. 3 hrs. lect./disc. **LIT OTH AAL** (W. Gardner)

JA/PS 210 Introduction to Japanese Politics and Society (Spring)

See listing in Department of Political Science for description. **SOC OTH AAL** (R. Pekkanen)

JA 220 Modern Japanese Fiction (CW 5) (Spring)

This class will examine the development of Japanese literature during the past century of enormous social and cultural changes. We will discuss the impact of foreign culture, the persistence of tradition, the individual in relation to society, and the expression of gender and sexuality in literature, among other topics. Authors include Sôseki, Kawabata, contemporary authors Tsushima and Murakami, and recent Nobel Prize winner Ôe Kenzaburô. 3 hrs. lect./disc. **LIT OTH AAL**(W. Gardner)

HA/JA 224 Arts of Japan (Not offered 2002-03)

ART HIS OTH AAL

JA 225 Japanese Language and Culture (in English) (Not offered 2002-03)

Study of the interrelationship of language and social structure in Japan. The topics include: discourse analysis, language borrowing, concepts of group formation and address forms, honorifics, history of oral and written varieties of Japanese, and language and gender. (JA 103). **LNG OTH AAL**

JA 230 Japanese Visual Culture (in English) (Not offered 2002-03)

This course will explore the vibrant world of Japanese visual culture, viewing and analyzing examples from Japanese prints, films, graphic design, manga (comics), and anime (animation). The course will aim to enhance visual literacy vis-à-vis Japanese culture, and to cultivate critical awareness and cross-cultural perspective on the role of visual media in our own daily lives. Readings and viewings will include a combination of primary and theoretical works. For the class project, students will work in teams to develop the course's Web site, contributing their own analyses, links, and annotations. **ART OTH AAL**

JA/HI 235 History of Pre-Modern Japan (Fall)

See Department of History listings for description. **HIS SOC OTH AAL** (N. Waters)

JA/HI 236 The History of Modern Japan -(Not offered 2002-03)

See Department of History listings for description. **HIS SOC OTH AAL** (N. Waters)

JA/FM 237 Japanese Film (in English) (Fall)

The competing relationships between text and image and between modern and traditional expression will be examined through representative films of classic and contemporary directors.(Formerly JA 226; students who have completed JA 226 are ineligible to take this course.) **ART OTH AAL** (C. Cavanaugh)

JA/WG 250 Gender in Japan (CW 5) (in English) (Not offered 2002-03)

In this course we will examine changing ideas about gender and sexuality in Japan in the tenth through twentieth centuries, with special attention to the modern period. Sources will include literary texts, films, and social/historical studies. We will discuss topics, including women's writing in classical Japan; the commercialization of sexuality in the eighteenth century; ideas of "homosexuality" in late-medieval and modern times; and women's social roles and political struggles in the twentieth century. **LIT OTH AAL** (W. Gardner)

JA/HI 418 Readings in Japanese History: Pearl Harbor and Hiroshima (Spring)

See Department of History listings for description. (N. Waters)

Literary Studies

Director: Stephen Donadio

The Program in literary studies draws upon the combined resources of the individual language and literature departments and provides undergraduates with access to the literature curriculum as a whole. As a consequence, the program enables them to achieve a broad awareness of a variety of major Western literatures of different periods (in addition to the literature of China and, since 1994, Japan), while at the same time requiring them to demonstrate a mastery of a single body of literature (e.g., works limited to a particular language, period, or genre).

Required for the Major: The overall design of the program is simple. Each Literary Studies major is required to take a total of 15 courses in literature during his or her four years at Middlebury College. No more than six of these courses may be taken within a single department, and no more than ten in either the literature or foreign languages division, but in general the courses may be selected from the literature of any language and of any period. They can be wide-ranging surveys or courses devoted to the study of single authors. The specific selection of courses is entirely up to the student, but in order to fulfill the requirements for the major, he or she will be obliged to take: (a) two courses one generally historical, one generally theoretical in its orientation from the list specified below under the "Summary of Major Requirements"; (b) one course at the 300 level in a foreign language (including Greek and Latin); and (c) a colloquium for majors to be taken during the fall semester of the senior year. In addition, the student should be aware that, in conjunction with an independent reading course for which he or she will be enrolled during the fall semester of the senior year, he or she will be scheduled to take a one-hour oral examination in the area of specialization (as described below) at the end of the fall semester, to be followed by a five-hour written comprehensive examination at the end of winter term.

The written examination will require the student to demonstrate a thorough knowledge of major works by the authors listed below. For reasons of practicality, the number of authors from this list whose works students will actually choose to discuss on the comprehensive examination in any given year will be limited to 12.

The following current list will give the student a general sense of the range of works it is presumed he or she will be prepared to discuss at some length:

Homer
Aeschylus
Sophocles
Vergil
Ovid
Lucretius
Dante
Boccaccio
Pirandello
Cervantes
Tirso de Molina
Murasaki Shikibu

Natsume Soseki
Calderón
Lope de Vega
Borges
Molière
Baudelaire
Proust
Goethe
Kafka
Mann
Wang Wei
Câo Xuequin

Chikamatsu
Lu Xùn
Gogol
Dostoevsky
Tolstoy
Shakespeare
Milton
Wordsworth
Joyce
Emerson
Melville
Faulkner

In addition to works by authors whose names appear on this primary list, in the course of the comprehensive examination each literary studies major will be expected to demonstrate an acquaintance with the Old and New Testaments (especially Genesis, Psalms, Job, Song of Songs, Matthew, John, Revelation, and the Epistle to the Romans), as well as principal works of Plato, Aristotle, Rousseau, Darwin, Marx, and Freud. A full list of the specific works by these authors included on the current primary and secondary lists is available from Mr. Donadio, director of the program.

Beyond the two historical and theoretical courses required for the program (which may be counted toward the major), the 300-level foreign language course, the senior year colloquium and independent reading course, and the total of 15 courses, the general, defining requirement for the literary studies major is the comprehensive examination, the overall content of which will be known to the student at the start of the undergraduate career. But in the process of completing this general literature requirement, the student will also be expected to complete a specialization in the literature of a particular culture (e.g., German, English, American, classical), or period (e.g., the eighteenth century), or genre (e.g., the novel). The specific authors and texts selected by the student for each such specialization will be approved by the director in conjunction with the two examiners where appropriate (e.g., for a specialization in French literature), with the consultation of the particular department involved. Thus, in the fall semester of the senior year, before completing the five-hour written comprehensive examination, the student will take a one-hour oral examination in the area of specialization; this examination will be administered by two faculty members, normally one from each division (literature and foreign languages).

After completing all the specified requirements, the student will be graduated from Middlebury College as a literary studies major with a specialization: for example, in classics, or lyric poetry, or the nineteenth century. Should he or she wish to pursue graduate study, depending on the nature of his or her interests and preparation, the student might choose to do so in such fields as English or American literature, comparative literature, or a specific foreign language; in addition, he or she would have a secure background for further studies in law, political philosophy, religion, and cultural and intellectual history.

Students will be eligible for honors if their combined performance in literature courses and on the two parts of the comprehensive examination indicates that they have achieved an average grade of B+ or higher. Honors will be awarded on the basis of the overall grade average in the major, performance on the comprehensive examination, and a senior honors essay of 30-40 pages to be completed during the spring semester of the senior year (this project counts as one course). A one-hour oral examination on the content and implications of this honors essay is also required, and, as in the case of the oral examination in the area of specialization, this examination will be conducted by two faculty members, normally one from each division.

Here, then, is a summary outline of the structure of the program:

Summary of Major Requirements: Total of 15 courses (no more than ten in either division, no more than six in any one department). ***Note:*** Enrollment in this program serves to fulfill the concentration requirement.

(1) Two of the historical and theoretical courses listed below, one from each category as currently offered. (With the permission of the director, alternative courses may be substituted for those specified here.)

Historical
CL150 The Ancient Epic
CL 152 Greek Tragedy
RE 180 Introduction to Biblical Literature
PS 101 Introduction to Political Science
Theoretical
CS/LS 360 Introduction to Literary Theory and Criticism

(2) One course at the 300 level in a foreign language.

(3) At least four literature courses, but no more than six, to be taken within a single department. (Courses in language instruction may not be counted toward this requirement.)

(4) Area of Specialization (by genre, period, or national literature): A one-hour oral examination, to be taken in the fall semester before the written comprehensive examination in the senior year, is devoted to this area of specialization. The text required for this examination will be determined in advance by the student in conjunction with the director and the examiners selected where appropriate (e.g., in the case of a specialization in French literature or English literature) with the consultation of the particular department involved.

(5) Senior Colloquium for majors (open to nonmajors if space is available).

(6) Senior Independent Reading Course in preparation for the comprehensive examination during the fall semester and winter term: Students engaged in such preparation may choose to meet informally (or regularly) with one another, and may solicit faculty participation in discussions of individual texts. At the end of the fall semester, senior majors in the program will take the one-hour oral examination in the specialization they have selected. This examination represents the first part of the comprehensive requirement.

(7) Comprehensive Examination (on works specified in primary and secondary lists), to be taken at the end of winter term of the senior year: As indicated, this five-hour written examination represents the second part of the comprehensive requirement.

(8) Students achieving an average grade of B+ or higher in the program will be eligible for honors. Honors will be awarded on the basis of the overall grade average in courses in the major, performance on the comprehensive examination, and a senior honors essay of 30-40 pages, to be completed (for one course credit) during the spring semester of the senior year; a one-hour oral examination on the content of this essay to be administered by two examiners, normally one from each division, will also be required.

The literary studies program is administered by Stephen Donadio, who serves as chair of an ad hoc Program Committee made up of representatives of each of the participating departments (one member per department). In the primary list for the comprehensive examination, each of the participating departments has specified the names of three major authors of three different periods for inclusion. In addition, the members of the Program Committee assist in approving the subsidiary lists of authors and texts selected by students for specializations (e.g., in the novel, the sixteenth century).

Please Note: Any literature course in the Middlebury College curriculum may be used to fulfill the requirements for the Program in Literary Studies. Hence, in addition to the specific LS course descriptions indicated below, students majoring in literary studies as well as non-majors with an interest in literature are urged to read through the entire literature offering by various departments grouped together in this section of the college catalog.

EL/LS 205 Introduction to Contemporary Literary Theory (CR) (Spring)
See English Department listings for description. 3 hrs. lect. **LIT EUR** (Y. Siddiqi)

LS/EL 264 Modern Drama DR (Not offered 2002-03)
Beginning with Goethe, Kleist, and Gogol, as romanticism's precursors of modern drama, this course will examine the work of four major dramatists of the late nineteenth and early twentieth centuries—Ibsen, Strindberg, Shaw, and Pirandello focusing on their relentless critique of societal morality, their explorations of the unconscious, and the tension between realism and surrealism in their plays. **LIT EUR**

LS/CS 360 Junior-Senior Seminar: Introduction to Literary Theory and Criticism (Spring)
See Department of Chinese listings for description. (J. Berninghausen)

LS 500 Independent Reading Course (Spring and Fall)
Intended for majors in literary studies preparing for the senior comprehensive examinations. At the conclusion of this course, students will take a one-hour oral examination (part of the senior comprehensive examination) in a specialization of their choice. (S. Donadio)

LS 700 Special Research (Winter)
Intended for majors in literary studies preparing for the written section of the senior comprehensive examinations. (S. Donadio)

LS/EL 705 Senior Colloquium in Literary Studies (Fall)
Study, discussion, and analysis of selected great works of world literature from the perspective of their achievements in thought and literary art, and considered as part of a vital literary tradition in which the works enter into dialogue with one another. The authors to be studies this term are: Homer, *The Odyssey;* Tolstoy, *War and Peace;* Dostoevsky, *The Brothers Karamazov;* Proust, *Swann's Way*; Mann, *the Magic Mountain;* Joyce, *Ulysses.* (Open to nonmajors *by approval* of the instructor.) (S. Donadio)

LS 710 Senior Honors Essay (Spring)
(S. Donadio)

LITERATURE AND CULTURE IN TRANSLATION

CHINESE

CS 130 The Chinese Literary Tradition (in translation) (Not offered in 2002-2003)
An introduction to the works of history, philosophy, poetry, and fiction that formed the basis of traditional Chinese culture. Our reading will take us from the twelfth century B.C.E. to the fourteenth century C.E. and will include selections from the Book of Odes, Songs of the South, Daoist literature, Records of the Grand Historian, Tang Dynasty poetry by Li Bai and Du Fu, and fiction from the Song and Ming dynasties. These texts disseminated ideas that helped shape the traditional Chinese understanding of the world and provided models of what was perceived to be powerful, beautiful language. (No background in Chinese culture or language needed.) 3 hrs. lect. **LIT OTH AAL**

CS/HA 206 Chinese Painting: Tradition & Innovation (taught in English) (Spring)

The history, philosophy, techniques and appreciation of China's unique and enduring traditions of painting and calligraphy—water, ink and pigments applied to silk or rice paper with the writing brush. The first half of this course will introduce major artists and developments starting with Northern Song landscapes, Southern Song miniatures and the rise of *wenrenhua* (literati painting) from the Yuan to individualist masters of the early Qing. The second half will explore developments in the twentieth century with considerable attention given to innovations and trends emerging among contemporary Chinese artists painting in China, Taiwan, and elsewhere. 3 hrs. lect. **ART OTH AAL** (J. Berninghausen)

CS 210 Early Chinese Narratives (in translation) (CW) (Spring)

Early *xiaoshuo* ("informal narrative") is inextricably linked with history writing in China; it was even considered by some to be informal history. This course will focus on many kinds of early Chinese prose writings, tracing the development of fiction in China. We will pay particular attention to the relation of fictional genres to historical chronicles as well as to the anecdotal tradition in works of philosophy. We will consider the meaning and importance of terms such as "history" and "fiction," "formal" and "informal," in the context of the development of Chinese narratives. **LIT OTH AAL** (C. Reed)

CS 216 Traditional Chinese Fiction in Translation (Fall)

Early accounts of the mysterious and traditional Chinese detective stories will be taken up followed by extensive readings from some of the best known Chinese novels, such as the comedic Buddhist/Taoist allegory *Journey to the West, The Dream of the Red Chamber* (also known as *The Story of the Stone*) and the erotic *Plum in the Golden Vase.* This course will also explore the complex relationships between works of fiction and other genres in China, the linkages between oral and written literature, and various narrative structures, modes of characterization, and style typical of Chinese fiction. 3 hrs. lect. **LIT OTH AAL** (W. Xu)

CS 220 Modern Chinese Literature and Culture (CW) (Not offered 2002-03)

An examination of the profound cultural changes in China and Taiwan from 1890 through 1975 as revealed through cultural artifacts. Our emphasis will be fiction but we will also consider select developments in drama, film, and other media. Our readings (in translation) will range from the work of iconoclastic literary giants such as Lu Xun and Wang Wenxing, to examples of popular genres such as romance and martial arts stories and to the nonfiction essays of influential thinkers and critics such as Hu Shi and Zhou Zuoren. We will explore what "modern" (*modeng; xiandai*) has meant and now means in China (Alternate years, next offered in fall, 2003) 3 hrs. lect. **LIT OTH AAL** (Next offered fall 2003)

CS/TH 250 Chinese Cinema (taught in English) (Not offered in 2002-03)

Chinese film has emerged as a medium of great social significance and undeniable artistic vitality. This course begins with a look at the history of film in China since the 1930s and then moves to an in-depth study of China's fifth- and sixth-generation filmmakers of the 1980s and 1990s, Taiwan's "new wave," and popular cinema from Hong Kong. We will examine features unique to the films produced in different Chinese film industries as well as the aesthetic and ideological continuities that cut across political boundaries to create a "cultural China." The course focuses on the screening and discussion of films such as Wu Yonggang's *The Goddess* (1934), Zhang Yimou's *Red Sorghum,* Hou Hsiao-hsien's *Flowers of Shanghai,* Edward Yang's *Brighter Summer Day,* and Wong Kar-wai's *Happy Together.* (No prerequisites; some familiarity with modern Chinese studies or film studies useful.) 3 hrs. lect., one evening film screening per week. **ART OTH AAL** (Next offered in 2003-2004)

CS 325 Traditional Chinese Poetry (in translation) (Not offered 2002-03)

Introducing the basics of Chinese poetics, this junior/sophomore seminar explores inter-connections across a wide spectrum of Chinese poetry belonging to a vibrant tradition spanning more than two thousand years—folk songs; court rhapsodies; courtesan love poems; extended allegorical fantasies; ballads and lyric verse of love, war, friendship, loss, and separation. Landscape, travel, romantic, and metaphysical poems by masters such as Qu Yuan, Tao Yuanming, Wang Wei, Li Po, Tu Fu, Su Dongpo, and Li Qingzhao will be studied. We will analyze poetic expression ranging from poetic genres following strict formal conventions to relatively free-form verse. Traditional Chinese literary theories regarding poetry and its appreciation will be considered, yet students will also be encouraged to apply other critical approaches. (prerequisites: two Middlebury literature courses or one Middlebury literature course plus one course on China including any Chinese language course, especially CS 130, or *by approval* of the instructor) 3 hrs. lect. **LIT OTH AAL**

CS 330 Clouds and Rain: Love and Sexuality in Traditional Chinese Literature (in translation) (Spring)

This junior/sophomore seminar explores the spectrum of traditional attitudes towards romantic love and sexuality in pre-modern China as seen through the prism of classical Chinese literature. Fiction and drama will be the focus of this course with some attention given to lyric poetry and autobiographical writing. Literary texts to be analyzed are "The Story of Ying Ying" from the eighth century CE, the late Ming drama, "Peony Pavilion," the seventeenth century erotic novella, "The Carnal Prayer Mat," along with selected chapters from the Qing erotic novel, *Jin Ping Mei* and the eighteenth century masterwork, *The Story of the Stone* (also known as *Dream of the Red Chamber*). Normally offered in alternate years (one Chinese literature-in-translation course with CS 130 or

CS 216 most recommended; plus one other course on China; e.g., HI 231, HI/PA 237, RE 225, SA 335, CS 103, CS 201, etc., or alternatively one other literature course or *by approval* of the instructor.) **LIT OTH AAL** 3 hrs. lect. (Mr. Xu)

CS 340 Seminar in Modern Chinese Literature and Society (Fall)
Intended primarily for CS and IS students majoring or minoring in Chinese literature and culture, this junior/sophomore seminar will take an in-depth look at developments in Chinese literature during two decades of tumultuous change. We will read "scar" literature of the late 1970s, "roots" literature of the mid-1980s, reportage that sparked controversy during the Democracy Movement of 1989, and examples of experimental and popular fiction from the 1990s. We will consider the ways in which important events in China since 1976 (the Cultural Revolution, for example) have been remembered, imagined, and given meaning, and we will look at the ways in which important questions (about national identity, for example) have been raised and contested in literature. Our reading will include novels such as Mo Yan's *Red Sorghum* and Wang Shuo's *Playing for Thrills* as well as secondary work such as Geremie Barmé's *In the Red* and Ben Xu's *Disenchanted Democracy.* (Prerequisites: two courses from among CS 103, CS 130, CS 216, CS 220, HI 332, PS 220, SA 335 and some prior college level literature course, permission of the instructor) **OTH AAL** (T. Moran)

CS/LS 360 Introduction to Literary Theory and Criticism (Spring)
An overview of various literary theories and critical approaches to the reception and analysis of literary texts, this discussion-based seminar will introduce concerns central to Western literary theories while familiarizing students with contemporary critical terminology. From Aristotle's *Poetics* to postmodernism, from issues of "literariness," authorial intention, hermeneutics, and narrative angle to the premises and practices of "new critical," structuralist, Freudian, Marxist, feminist, postmodern approaches, etc., we will study short theoretical and critical essays in conjunction with literary works by Sophocles, Coleridge, Lu Xun, Natsume Soseki, Henry James, Borges, Kafka, and others. Narrative prose fiction is the main focus. Limited enrollment, priority for seniors and juniors. (Prior completion of four semesters of college study and of at least three college-level literature courses required, four or more strongly recommended (including LI 101 or EL 203), priority enrollment given to seniors and juniors majoring in CS and LS, permission of the instructor.) (J. Berninghausen)

CLASSICS

CL 121 The Classical Tradition of the Liberal Arts and Sciences (Spring)
From what and for what is liberal education supposed to liberate people? A study of works promoting the claims of philosophy, rhetoric, theology, and natural science to be the "queen of the liberal arts and sciences" and thus the key to liberty. Works by Plato, Cicero, St. Augustine, and Francis Bacon. 3 hrs. lect. **LIT PHL EUR** (E. Adler)

CL 140 Augustus and the World of Rome (CW) (Fall)
In 44 B.C., Julius Caesar was assassinated. Within two months his adoptive son, Augustus, still in his teens, traveled to Rome, soon extorted the highest office of the Roman Republic, and after 13 years of civil war became the state's first emperor. The resulting "Augustan Age" (31 B.C. to A.D. 14) produced a period of political change and cultural achievement unparalleled in Rome's long history. In this course we will examine the literature, art, history, and politics of this era, evaluate the nature of Augustus's accomplishments, and explore the Roman world. Readings include: Augustus, Vergil, Suetonius, and *I, Claudius*. **LIT HIS EUR** (R. Ganiban)

CL 141 Masterpieces of Roman Literature (CW 8) (Next Offered 2003-04)
This course will introduce students to some of the greatest and most enduring literary works of Rome. We will start with the comedies of Plautus and Terence and ask why Roman literature begins quite suddenly by reworking the literature of Greece. Through readings of Catullus, Caesar, Sallust, Vergil, Ovid, Seneca, and others, we will then examine how Rome came to develop a literature of its own that could rival the best works of the Greeks. We will explore many of the fundamental themes of Rome's authors: the nature of political power, the role of "the lover" in a martial society, the problem of moral decline, what it means to be "Roman," among others. 2 hrs. lect., 1 hr. disc. **HIS LIT EUR** (Mr. Ganiban)

CL 150 Ancient Epic Poetry (Fall)
The course will concentrate on the epic poets' teachings about heroism, human greatness, and human happiness. Is the true domain of heroism to be found in war, in love, in philosophic contemplation, or in political rule? Texts: Homer, *Iliad* and *Odyssey*; Lucretius, *On the Nature of Things*; Vergil, *Aeneid*. 3 hrs. lect. **LIT PHL EUR** (E. Adler)

CL 151 Introduction to Ancient Greek Literature (CW 8)(Fall)
An introduction to the literature of the Golden Age of Athens. The course traces the era of unprecedented intellectual innovation that begins with Greece's triumph over the Persian invasions in 490 and 479 B.C., continues through the emergence of radical democracy and imperialism at Athens, and culminates in the Peloponnesian War and Athens' defeat in 404 B.C. by her former ally, Sparta. Through intensive study of selected works of historiography (Herodotus, Thucydides), tragedy (Sophocles, Euripides), comedy (Aristophanes), and philosophical dialogue (Plato), we will explore the central concerns of the Athenians in the fifth and fourth centuries: freedom and power, knowledge and virtue, law and nature, and the place of the divine in the human world. **LIT PHL EUR** (P. Sfyroeras)

CL 152 Greek Tragedy (CW 10) (Spring)
A survey of selected tragedies by Aeschylus, Sophocles, and Euripides, exploring the relation between tragedy and political freedom and empire in fifth century B.C. Athens. The course examines the tragic poets' use of traditional Greek myths to question not only the wisdom of contemporary Athenian imperialism but also traditional Greek views on relations between the sexes; between the family and the city; between man's presumed dignity and his belief in gods. Mythical and historical background is supplied through additional readings from Homer and Thucydides. The course asks how the tragedians managed to raise publicly, in the most solemn religious settings, the kind of questions for which Socrates was later put to death. The course culminates in a reading of Aristotle's *Poetics*. 3 hrs. lect. **LIT PHL EUR** (M. Witkin)

CL 160 Greek and Roman Comedy (CW 8) (Spring)
A survey of the comic playwrights of Greece (Aristophanes and Menander) and Rome (Plautus and Terence) in light of their ancient social, political, and religious contexts as well as modern theoretical approaches to laughter (including psychoanalysis and structural anthropology). We will trace enduring aspects of the comic tradition that can be found in both Greece and Rome and also look forward to Renaissance and modern comedy. These include: the nature of the comic hero; the patterns of comic plots; the dependence of comedy on language; the comic poet's concern with questions of freedom and slavery, desire and repression. 2 hrs. lect., 1 hr. disc. **LIT EUR** (P. Sfyroeras)

CL/PA 175 Greek Philosophy: The Problem of Socrates (CW10) (Next offered Spring 2003)
The course surveys the development of ancient Greek philosophy from the Presocratics through Aristotle by focusing on what Nietzsche called "the Problem of Socrates": the question why Socrates abandoned "presocratic" natural science in order to dissect the opinions of his fellow Athenians, and why they eventually put him to death for it. The implications of Socrates' life, his thought, and his execution in 399 B.C. on charges of corruption and impiety are examined through close reading of selected works of Aristophanes, Xenophon, Plato, and Aristotle. Socrates' relevance to our current crisis of wisdom in the natural and human sciences is highlighted through debate on Nietzsche's two claims: that Socrates corrupted Athens by introducing the imperative of universal enlightenment; that he thereby launched the West on a fatal course of rationalism and nihilism. (3 hrs. lect.) **LIT PHL EUR** (M. Witkin)

CL 420 Seminar in Classical Literature—Love & Friendship (Spring)
The seminar will study classical writings on love and friendship, with special attention to philosophic and poetic texts. Works will include Plato's *Symposium* and *Phaedrus*, Aristotle's *Nicomachean Ethics*, Cicero's *De Amicitia*, Greek and Roman lyric and elegiac poets. Upperclass standing and at least one previous course in classical literature or philosophy. 3 hrs. lect. (E. Adler)

CL 450/701 History of Classical Literature (Fall)
A comprehensive overview of the major literary, historical, and philosophical works of Greece and Rome. Greek authors studied include Homer, Hesiod, Aeschylus, Herodotus, Aristophanes, Thucydides, Plato, and Aristotle. Roman authors include Lucretius, Cicero, Livy, Vergil, Horace, and Tacitus. Required of senior majors in Classics/Classical Studies (see CL 701) and open to all interested students with some background in Greek and Roman literature, history, or philosophy. 6 hrs. lect. (M. Witkin)

FRENCH

FR 120 Women Writers in France (Not offered 2002-03)

FR/IS 449 Imperialism and Culture (Not offered 2002-03)

TH 241 French Cinema (in English) (Not offered 2002-03)

FR/WG 225 Women and Fascism (In English) (Not offered 2002-03)

GERMAN

GN/WG 226 To Veil or not to Veil: Germany and Islam (in English) (Spring)
Women's status in Islam is one of the most controversial and serious issues of our time. For those Muslim women who reside in a Judaeo-Christian environment, their status is further obfuscated by tensions between contested constructions of gender. This course offers a comparative and interdisciplinary perspective on gender construction in Germany as relating to Islam. We will interrogate some of the assumptions made about the formation and representation of 'femininity' within different cultural frameworks. Primary readings will include works by Özdamar, Senocak, Ören, Özakin, and Tekinay. This course is taught in English. It also provides WG credit. Students taking GN 226 will not be allowed to take GN 426 in subsequent semesters. *Students wishing to take this course for German credit should register under GN 426—see course description under GN 426.* 3 hrs. lect./disc. **LIT SOC OTH CMP** (K. Murti)

GN/WG 228 Women's Fictions in German-Speaking Countries (in English) (CW) (Not Offered 2002-03)
This course provides an overview of women's cultural productions from the Weimar period to Reunification and explores issues of gender, female authorship, personal and national identity, and the politicization of the private sphere within the German cultural context. Required texts include May Opitz, *Showing Our Colors*, Ingeborg Bachmann, *The Thirtieth Year*, Christa Wolf, *What Remains*, Lukens and Rosenberg, *Daughters of Eve*, Sue-Ellen Case, ed., *The Divided Homeland*. 3 hrs. lect. **LIT SOC EUR**

GN/TH 314 German Cinema (in English and in German) (Fall)

Major trends and movements of German film history from the classic period of German Expressionism (Wiene, Lang, Murnau, Pabst) to the Fascist propaganda film (Harlan, Riefenstahl), the post-World War II "rubble films," and finally, the rise and fall of New German Cinema (Fassbinder, Kluge, Wenders, Herzog, von Trotta). Issues to be discussed include history in film and film as history, the "aestheticization of politics" in Nazi cinema, "auteurist cinema," German film theory and criticism (Arnheim, Benjamin, Kracauer, Wenders), and finally, film as an instrument of public discourse. This course is taught in English with two discussion sections: one in English (for students without German language background) and one in German (for German majors and minors). **ART EUR** (M.Geisler)

GN 325 Representing the Unthinkable: The Holocaust in Art and Literature (in English) (Not offered 2002-03)

Since the end of World War II, historians, social scientists, and psychologists have tried to find reasons and explanations for the Holocaust in Germany. Yet these accounts cannot fully satisfy our quest for understanding. Can art and literature illuminate those dimensions left unanswered by historical and psychological approaches? This course presents an overview of Holocaust representations in art and literature. Examining paintings and films, and reading survivors' testimonies, novels, poetry, and even comics, we address the following questions: How can art and literature represent the Holocaust? How can words express Auschwitz? Can the Holocaust be represented at all? 3 hrs. lect. **LIT EUR**

GN/LI 333 Dealing with the Devil: The "Faust" Tradition (in English) (Not offered 2002-03)

Would you sell your soul to the devil if you could receive whatever you wanted in return? Faust made that deal for ultimate knowledge. Did he achieve his goal? Can the devil be trusted? Who wins in such a scenario: Faust or the devil? The search for knowledge and its inherent pitfalls have occupied cultures for centuries. The "Faust" *Stoff* emanates from a literary tradition that revolves around this search and connects it with the inexplicable forces of the supernatural. We can find "Faust" in music, literature, and the visual arts not only all over Europe, but also in the United States. This course focuses on a discussion of "Faust" in music and literature, primarily in the works of Marlowe, Goethe, Gounod, Liszt, Mann, Bulgakov, and Kerouac. 3 hrs. lect./disc. **LIT EUR**

GN/MU 417 "Musically Speaking": Close Encounters of Music and Literature in the Nineteenth Century (in English and in German) (Not offered 2002-03)

In this course we will look at the German musical-literary landscape in the nineteenth and early twentieth century with special emphasis on forms that merge music and literature (the "Lied," the "Künstlernovelle," the musical poem, opera). Eighteenth century aesthetics prepared the ground for a new approach to artistic production, and the nineteenth century witnessed an intense experimentation with the limits and possibilities of various artistic media and a deep concern with the (social) status of the artist. Taking a closer look at these "mixed" genres will provide insights in the development of the aesthetics of music and literature in the nineteenth century. As offered in English, this is comparable to a 200-level course. This course is taught in English with 2 discussion sections: one in English (for students without German language background) and one in German (for students wanting German credit). This course also provides Music credit. 3 hrs. lect.

HEBREW

LI/RE 266 Modern Hebrew Literature in Translation (Spring)

Modern Hebrew is arguably the only modern language to have been purposefully revived from its ancient roots. While its literature is actively involved in creating this new language, it also explores themes of Zionism, nationalism, existentialism, enlightenment's friction with faith, Israeli and Palestinian identity, the Holocaust, and the modern Jewish condition. This course surveys modern Hebrew literature in translation, with an eye to its reflection of Judaism, Zionism, and Israeli national identity. Authors include Agnon, Bialik,Tchernichowsky, Oz, Yehoshua, Goldberg, Appelfeld, Amichai, Gilboa, Rachel,and others. No knowledge of Hebrew required. **LIT** (D. Edleson, Dean, Cook Commons, Instructor)

ITALIAN

IT 296 Literature of the Italian Renaissance (in English) (Not offered 2002-03)

MU/IT 297 Italian Opera in Performance: Historical Context and Original Language (Fall)

This intensive, team-taught course is open to singers, actors, instrumentalists, designers, technicians, students of music and/or foreign language/literature. We will explore the context and language of opera in a given period; close readings of critical texts, librettos, and music culminate in a workshop performance of an opera (or selected scenes) in the original language. Auditions will be held the semester prior to the course. In fall '02 we will focus on seventeenth-century Venice and the music of Monteverdi, staging a workshop performance of *L'Incoronazione di Poppea*. The course prepares students to participate in fully staged performances during winter term '03. Funds available for student lessons. **ART LIT EUR** (D. Castronuovo, S. Moore)

IT 298 Italy in World War II: Memory, Myth, and Martyrdom in Literature and Film (in English) (Not offered 2002-03)

LI/IT 299 Literary Feasts: Representations of Food in Modern Narrative (Spring)
This course will consider food and eating practices within specific cultural and historical contexts. We will analyze realistic, symbolic, erotic, and political functions surrounding the preparation and consumption of food. Readings will be drawn from several national traditions, with a focus on Europe. Authors will include, among others, Calvino, Dinesen, Joyce, Hemingway, Kafka, Lampedusa, Maugham, Vittorini, Harris, and Esquivel. Viewing of films where food and eating play an important role will supplement class discussion. **LIT EUR** (S. Carletti)

JAPANESE

JA 116 Traditional Japanese Literature in Translation (Fall)
This course is an introduction to Japanese literature from ancient times to the late Medieval period. We will discuss the Japanese poetic tradition; the relationship between literature and religious beliefs; and issues of gender, sexuality, and subjectivity. Readings will include Noh plays and the great prose work *The Tale of Genji*. **LIT OTH AAL** (W. Gardner)

JA 220 Twentieth-Century Japanese Fiction in Translation (Spring)
An examination of a century of Japanese prose literature, from the 1890s to the present day. The persistence of tradition, the impact of foreign models, modernity, individuality, postmodern issues, and the problems of literature as the conscience of culture will be discussed. Authors include Soseki, Mishima, Murakami, and the recent Nobel Prize winner Oe Kenzaburo. **LIT OTH AAL** (W. Gardner)

JA 225 Japanese Language and Culture (in English) (Not offered in 2001-02)

JA 230 Japanese Visual Culture (in English) (Spring)
This course will explore the vibrant world of Japanese visual culture, viewing and analyzing examples from Japanese prints, films, graphic design, manga (comics), and anime (animation). The course will aim to enhance visual literacy vis à vis Japanese culture, and to cultivate critical awareness and cross-cultural perspective on the role of visual media in our own daily lives. Readings and viewings will include a combination of primary and theoretical works. For the class project, students will work in teams to develop the course's Web site, contributing their own analyses, links, and annotations. **ART OTH AAL** (W. Gardner)

JA/TH 237 Japanese Film (in English) (Fall)
This course presents a cultural analysis of Japanese film, among the first to win international recognition as a "national cinema." The competing relationships between text and image and between modern and traditional expression will be examined through representative films and readings. Directors include Mizoguchi, Kurosawa, and Imamura. (Formerly JA 226; students who have completed JA 226 are ineligible to take this course.) **ART OTH AAL** (C. Cavanaugh)

JA/WG 250 Gender in Japan (in English) (Fall)
In this course we will examine changing ideas about gender and sexuality in Japan in the tenth through twentieth centuries, with special attention to the modern period. Sources will include literary texts, films, and social/historical studies. We will discuss topics including women's writing in classical Japan; the commercialization of sexuality in the eighteenth century; ideas of 'homosexuality' in late medieval and modern times; and women's social roles and political struggles in the twentieth century. **LIT OTH AAL** (Mr. Gardner)

JA 320 Natsume Soseki and the Modernization of Japan (in English) (CW 5) (Not offered 2002-03)
This course examines the representative prose writings of Natsume Soseki (1867-1916), Japan's most important early modern novelist. Through close reading and group discussion of his fiction, we will consider the profound impact of rapid modernization on Japanese individuals and society. Novels will be read in chronological order, and special attention will be given to the social and historical context of the Meiji Period (1868-1912), the time during which Japan transformed itself with unprecedented rapidity into a powerful, modern nation. Novels to be read include: *Botchan, The Three-Cornered World, And Then, The Gate, Kokoro* and *Grass by the Wayside.* **LIT OTH AAL**

JA 360 Pacific War Experience in Japanese Literature and Film (in English) (Not offered 2002-03)
This course studies literary and cinematic depictions of Japanese experience of the Pacific War. Drawing on survivor psychology theory, we will examine Japanese writers' and directors' artistic reconstructions of battlefield, homefront, and occupation experience. Issues to be considered include the psychological effects of traumatic experience, memory, survivor guilt, impaired mourning, victimization, memorialization, and what is necessary to "master" and fully recover from the wartime past. Works to be read/screened include: *The Harp of Burma, Fires on the Plain, Black Rain, Grave of the Fireflies* and *The Emperor's Naked Soldiers*. **LIT OTH**

RUSSIAN

RU 122 The Russian Mind (in English) (Fall)
An introduction to the dominant themes of Russia's past and their impact on the shaping of the present-day Russian mind. We will investigate how the occidental and oriental elements blend into a unique Euro-Asian culture, nation, and world power. The topics selected for investigation include: Slavic mythology; Russian Orthodoxy; the concept of autocracy and the legacy of Peter the Great; Pushkin, Gogol, Dostoevsky, and Tolstoy; origins of Russian radicalism; the legacy of Lenin and Stalin, Khrushchev, Brezhnev and Gorbachev, and a look at Boris Yeltsin and beyond. 3 hrs. lect. **LIT HIS OTH AAL** (S. Davydov)

RU 151 Russian Literature's Golden Age: 1830-1880 (in English)(CW 10) (Fall)
Duels, ghosts, utopias, murders, prostitution, and adultery: these are the raw materials Russian authors turned into some of the world's greatest literature. This course is an introduction to Russian literature of the nineteenth century, from the short stories of Pushkin and Gogol to the great novels of Dostoevsky and Tolstoy. The centrality of literature in Russian society and the interrelations among the authors and texts will be discussed. How do the authors combine reality, fantasy, and philosophy to make these works both uniquely Russian and universal? A limited number of spaces are available for students wishing to satisfy the College writing requirement. **LIT EUR** (S. Davydov)

RU 152 Russian Literature's "Bloody Age": Twentieth-Century Literature and Society (in English) (CW 10) (Spring)
Writers die for literature in Russia. This course is a survey of Russian literature from before the Revolution to the present. Beginning with Chekhov's stories, we will read supernatural tales, futurist utopias, and harrowing realistic accounts of life in the prison camps of Siberia. Official, emigre, and underground literature will be read to show the complex role of literature in Russian life and politics. A limited number of spaces are available for students wishing to satisfy the College writing requirement. 3 hrs. lect. **LIT EUR** (S. Davydov)

RU/RE 231 The Russian Religious Experience (in English) (Not offered 2002-03)
HIS PHL OTH AAL CMP

RU 232 The Origin and Nature of Human Language (in English) (Not offered 2002-03)
SOC EUR CMP

RU/IS 233 Russian Perceptions of America (in English) (Not offered 2002-03)
SOC EUR CMP

RU 251 Epic, Myth, and Ritual in Soviet Literature (in English) (Not offered 2002-03)

RU/WG 255 Gender and Sexuality in Russian Culture (in English) (Not offered 2002-03)

RU 351 Dostoevsky (in English) (Spring)
Classroom discussion of the major novels of Russia's most misunderstood genius. Brief lectures will attempt to define for a Western reader the uniquely Russian experience of Dostoevsky. The course will devote special attention this year to Dostoevsky's vision of St. Petersburg in his writings. **LIT EUR** (T. Beyer)

RU 352 Tolstoy (in English) (Not offered 2002-03)

RU 354 Chekhov (in English) (Spring)
A study of Chekhov's major dramatic output (in English translation); how to read a play; survey of the history of the Russian theatre before Chekhov; Turgenev's *Month in the Country;* Chekhov's evolution as a writer (short stories, tear-jerkers, and vaudevilles); analysis of his four major plays: *Seagull, Uncle Vanya, Three Sisters, and Cherry Orchard*; Chekhov's European contemporaries and his Russian successors. 3 hrs. lect. **LIT EUR** (T. Smorodinska)

RU/AL 359 The Art of Vladimir Nabokov (in English) (Not offered 2002-03)
A study of the "perverse" aesthetics of this Russian-American writer. We will expose the hidden plots under the surface of his fiction, follow and arbitrate the ongoing contest between the author and his fictional heroes, and search for the roots of Nabokov's poetics in Western and Russian literary traditions. An attempt will be made to show the continuity between the Russian and English works of this bilingual and bicultural writer. 3 hrs. lect. **LIT USA NOR**

LITERATURE PROGRAM

Director: Sandra Carletti

In an effort to strengthen interdepartmental and interdisciplinary teaching projects in literature and culture and in order to establish a strong common framework for literature students at Middlebury College, the literature division created Reading Literature (LI 101), the first of a series of several courses that interconnect the study of literature across campus. The staff for each semester's version of LI 101 is drawn from at least three different departments, generally but not necessarily from English, American literature and civilization, and the various language departments. The course may be counted toward requirements for the major in English, American literature, literary studies, and some of the language departments. It is open to nonmajors as well, and is a core course in the Program in International Studies.

In addition to the course descriptions indicated below, students with an interest in the general literature offerings available at the College are urged to consult the Literary Studies (LS) listings.

LI 101 Reading Literature (CW 15) (Fall, Spring)
An introduction to the critical analysis of imaginative literature drama, fiction, and poetry through the careful reading of selected classic texts from a range of Western and non-Western cultures. This course seeks to deepen students' understanding and appreciation of the particular texts under consideration, while helping them to develop a critical vocabulary with which to discuss and write about these texts, both as unique artistic achievements of individual and empathetic imagination and as works affected by, but also transcending their historical periods. (Prerequisite: First-year seminar) 3 hrs. lect./disc. **LIT** (fall: K. Murti, C. Reed, staff; spring: D. Brayton, W. Nash, C. Rifelj)

LI/EL 110 Continental Fiction (III) (Not offered 2002-03)
LIT EUR

LI/AL 200 Poetry and Poetics (Not offered 2002-03)
LIT

LI/EL 211 The Realistic Novel (IV) (Not offered 2002-03)
LIT EUR

LI 233 Is There a Critic in This Class? (Not offered 2002-03)

LI/AL 250 Cultural Crossings: Studies In Literary Influence (Not offered 2002-03)
See Department of American Literature listings for description. **LIT USA HIS NOR**

LI/RE 266 Modern Hebrew Literature in Translation (Spring)
See Department of Religion listings for description. **LIT** (D. Edleson, Dean, Cook Commons, Instructor)

LI/IT 299 Literary Feasts: Representations of Food in Modern Narrative (CW 5) (Spring)
This course will consider food and eating practices within specific cultural and historical contexts. We will analyze realistic, symbolic, erotic, and political functions surrounding the preparation and consumption of food. Readings will be drawn from several national traditions, with a focus on Europe. Authors will include, among others, Calvino, Dinesen, Joyce, Hemingway, Kafka, Lampedusa, Maugham, Vittorini, Harris, and Esquivel. Viewing of films where food and eating play an important role will supplement class discussion. **LIT EUR** (S. Carletti)

LI/GN 333 Dealing with the Devil: The "Faust" Tradition (in English) (Not offered 2002-03)
See Department of German listings for description. 3 hrs. lect./disc. **LIT EUR**

MATHEMATICS AND COMPUTER SCIENCE

Professors: Priscilla Bremser, David Dorman , Robert Martin, William Peterson, Peter Schumer; John C. Baldwin Professor of Mathematics and Natural Philosophy: Michael Olinick (on leave spring), Charles A. Dana Professor: John Emerson, Bruce Peterson ; *Associate Professors*: Stephen Abbott, Amy Briggs, Matthew Dickerson; *Assistant Professors*: Concetta Gomez, Timothy Huang(on leave fall), Daniel Scharstein , Frank Swenton; *Lecturer*: Janine Clookey

The Department of Mathematics and Computer Science offers courses in a variety of areas within the mathematical sciences and computer sciences. These areas include foundations, analysis, algebra and number theory, topology, geometry and graphics, applied mathematics, computer languages and systems, computer science theory, computer applications, probability and statistics, and simulation and modeling. Accompanying the growth of applications in many fields has been the enrichment of our own programs by the addition and reorganization of courses offered to accommodate such applications.

Expanded course offerings in the computer sciences make study available to all students seeking an education in these areas. While the curriculum offerings serve the needs of computer science majors, various courses are also suited to majors from other areas who choose to minor in mathematics or computer science, and to students of the liberal arts who plan to take one or two courses in the computing area.

Our programs are designed to be carefully integrated into the liberal arts traditions of Middlebury College. They serve the needs of four groups of Middlebury College students:

1. Those who are interested in mathematics and computer science, but who will not have a major or a minor in a field that requires these subjects.

2. Those who need mathematics or computer science as an integral part of their chosen major or minor.

3. Those who choose to major or minor in mathematics, emphasizing a traditional study of mathematics and its modern applications.

4. Those who choose to major or minor in computer science, emphasizing a liberal arts approach to computer science and its applications.

CX 103, MA 101, MA 105, MA 106, and MA 127 are courses designed for students with minimal secondary school background in mathematics or computer science. Students interested in mathematics who have completed MA 113 are strongly encouraged to enroll in 200-level courses in mathematics and computer science rather than in the 100-level courses. CX 103 is designed for students outside the natural sciences division. MA 105 and MA106 provide introductions to discrete mathematics and statistics for students who lack the prerequisites needed for MA 200, MA 310, MA 311, or MA 315. MA 127 is an elementary course in computer simulation.

The mathematics major includes a core sequence of analysis, algebra, discrete mathematics, and computer science. Each student will choose several electives, with the help of an adviser, in order to best fulfill the student's particular mathematical needs and goals.

The computer science major includes a core sequence of introductory computer science and discrete mathematics, and a balance of upper-level electives in theory, systems, applications, and mathematics. Students typically may begin the Computer Science major with either CX 120 or CX 121. CX 120 is intended for students with no prior experience in computer science while CX 121 assumes students have had some prior experience. Upon completion of CX 120, it is expected students will next take CX 121.

Mathematics or computer science majors interested in obtaining secondary school teaching certification need to notify the Teacher Education Program, preferably by the middle of their sophomore year. They should also contact Peter Schumer, the department's teacher education representative.

Required for the Major in Mathematics: MA 113, MA 200, MA 201, MA 300, MA302, and MA 401; CX 121; four MA electives at the 200 level or above; and MA 704 in the senior year.

Required for the Major in Computer Science: 12 courses including a senior thesis. The courses required for all majors are: MA 113 or MA 200, CX 121, CX 205, CX 214, CX 223, CX 341, CX 421, CX 423, and CX 704. Students are also required to take three CX electives at the 300 level or above. Up to two electives can be substituted with such mathematics courses as: MA 200, MA 302, MA 310, MA 321, and MA 324.

Honors Program: A student who wishes to be considered for departmental honors in mathematics or computer science must submit a proposed plan of study during his or her junior year. The program should meet the requirements listed above, but must also include an additional elective of an advanced nature. This elective is ordinarily at the 400 level, but certain 300-level courses may be accepted. Students should consult with their advisers as they develop proposals for honors study.

Required for the Minor in Mathematics: MA 112, MA 113, MA 200, MA 201, and two courses at the 300 level or above.

Required for the Minor in Computer Science: CX 121, CX 205, CX 214, CX 223, and two CX electives at the 300 level or above. Students beginning at an advanced level must complete a minimum of four courses at the 200-level or higher for either a mathematics or computer science minor.

Advanced Placement: Advanced placement is offered to first-year students whose secondary training indicates they can commonly bypass one or more of the beginning courses in mathematics or computer science. Majors typically begin their study of mathematics in MA 113 or MA 200, and their study of computer science in CX 121 or CX 205. Mathematics majors who need to begin the study of calculus with MA 112 may arrange with their advisers to use this course as one of the required electives.

Joint Majors: Mathematics and computer science are frequently elected as joint or double majors with other disciplines.

The mathematics component of a joint major requires the following courses: MA 113, MA 200, MA 201, MA 300; one course from MA 302 and MA 401; one MA elective at the 200 level or higher; one MA elective at the 300 level or higher; MA 704. The computer science component of a joint major requires: CX 121, CX 205, CX 214, CX 223; one course from CX 421 and CX 423; two CX electives at the 300 level or above; and CX 704.

Students who wish to pursue either major and to enroll in teacher education as well should consult both the mathematics adviser and the director of teacher education early in their college careers. Students who plan to pursue their studies abroad during the junior year should also plan their course of study in the major by the end of their first year.

Because of the wide variation in course offerings at other institutions, students wishing to substitute a course from another school for any course in mathematics or computer science must seek approval from the department before registering for the course. In addition, students seeking MA 112 credit for a summer course taken elsewhere must pass a written examination given by the department in the fall. Check with the department early in the first week of classes for details.

MATHEMATICS

MA 101 Principles and Practice of Mathematics (Not offered 2002-03)

Mathematics has become essential as the language of science, crucial for the informed citizen in a technological society, and a necessity for a widening spectrum of careers. This course provides an introduction to mathematics based on breadth, modernity, and immediate applicability. The emphasis is on the concepts of change and chance. Topics will be selected from dynamical systems and difference equations, geometry and robotics, probability, linear algebra, discrete mathematics, and algebraic structures. This course also provides an alternative to calculus as the starting point for a major or concentration in mathematics. (Three or more years of secondary school mathematics) **DED**

MA 105 Finite Mathematics: Probability, Matrices, and Programming (Not offered 2002-03)

This course will introduce foundational and philosophical aspects of probability at a level which presumes only three years of secondary school mathematics. Topics include conditional probability, Law of Large Number, expected value and Markov Chains, matrix algebra, and systems of linear equations. Examples from biology and the social sciences illustrate concepts and applications of probability. **DED**

MA 106 Introduction to Statistical Science (Spring)

A practical introduction to statistical methods and the examination of data sets. Computer software will play a central role in analyzing a variety of real data sets from the physical and social sciences. Topics include descriptive statistics, elementary distributions for data, hypothesis tests, confidence intervals, correlation, regression, contingency tables, and analysis of variance. The course is especially suited to students in the physical, social, environmental, and medical sciences who have a modest background in mathematics and who seek an applied orientation to data analysis. 3 hrs. lect., 1 hr. computer lab. **DED** (W. Peterson)

MA 110 Extended Calculus I (Not offered 2002-03

A course for students with only two or three years of secondary school mathematics. This course integrates the material prerequisite to calculus with calculus itself. Algebra, graphs, and properties of continuous functions are studied as these topics relate to the calculus. Trigonometric functions, analytic geometry, logarithms, and exponential functions will be integrated into the course as the need arises. Extended Calculus is a two-semester course that begins in the fall with MA 110 and continues in the spring with MA 111. 4 hrs. lect./disc. **DED**

MA 111 Extended Calculus (Not offered 2002-03)
Continuation of MA 110 for students with only two or three years of secondary school mathematics. Students completing MA 111 may register for any course requiring a MA 112 prerequisite. 4 hrs. lect./disc. **DED**

MA 112 Calculus I (Fall, Spring)
Introductory analytic geometry and calculus. Topics include differential calculus of algebraic and trigonometric functions with applications to curve sketching, maximization problems and related rates, the indefinite and definite integral, area under a curve, fundamental theorem of calculus, volumes of solids of revolution. Designed for students with four years of secondary school mathematics, MA 112 assumes no prior introduction to the topics listed. 4 hrs. lect./disc. **DED** (staff)

MA 113 Calculus II (Fall, Spring)
A continuation of MA 112, may be elected by first-year students who have had an introduction to analytic geometry and calculus in secondary school. Topics include an introduction to natural logarithm and exponential functions, calculus of the elementary transcendental functions, techniques of integration, infinite series and Taylor's theorem, polar coordinates, improper integrals, ordinary differential equations. (MA 112 or by waiver) 4 hrs. lect./disc. **DED** (staff)

MA 127 Understanding Changing Systems (Not offered 2002-03)
Simulation is a dynamic act of imitation of one or more important features of the behavior of a real world system. The course begins with some simulation examples in gambling, sports, population dynamics, and hospital planning and moves on to more complex systems. Among the topics covered are analog and digital approaches, Monte Carlo methods, discrete event simulation, random number generators, deterministic and probabilistic simulation models, verification and validation. Each student will develop, implement, test, and validate a simulation project. We will examine some simulation programs written in general purpose programming languages (e.g., Pascal, Java) and learn how to use the powerful simulation programming language SIMSCRIPT.

MA 200 Linear Algebra (Fall, Spring)
Matrices and systems of linear equations, the Euclidean space of three dimensions and other real vector spaces, independence and dimensions, scalar products and orthogonality, linear transformations and matrix representations, eigenvalues and similarity, determinants, the inverse of a matrix and Cramer's rule. (MA 112 or by waiver) 3 hrs. lect./disc. **DED** (fall: C. Gomez; spring: J. Emerson)

MA 201 Multivariable Calculus (Fall, Spring)
The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration, line integrals, elementary vector field theory, and applications. (MA 113 and MA 200 or by waiver; MA 200 may be taken simultaneously. *Note:* Starting in fall, 2000, MA 200 will be a required prerequisite.) 3 hrs. lect./disc. **DED** (fall: W. Peterson; spring: F. Swenton)

MA/CX 205 Mathematical Foundations of Computing (Fall)
See listing under Computer Science. **DED** (M. Dickerson)

MA 220 Graph Theory (Not offered 2002-03)
Topics from graph theory and combinatorial mathematics including graphs, enumeration problems, planar graphs, Euler paths and the Konigsberg Bridge Problem, Hamiltonian graphs, the four color conjecture, tilings and tesselations of the plane, Fibonacci sequences, applications. (MA 113) 3 hrs. lect./disc. **DED**

MA 227 Set Theory (Not offered 2002-03)
This course will begin with a review of the basic facts of union, intersection and complementation of sets. We will also study functions, equivalence relations, and orderings in the context of set theory. The main effort will be the study of ordinal numbers, cardinal numbers, the axiom of choice and transfinite induction.) (MA 113 or waiver) 3 hrs. lect./disc. **DED**

MA 240 History of Mathematics (CW 5) (Fall)
This course will consider the history of mathematics from three perspectives. The first part will focus on the people who do mathematics. In examining biographies of mathematicians we will consider who does mathematics and why, and the social structures that support mathematics. The second part will explore how different cultures give rise to different kinds of mathematics. Is Chinese mathematics different from European mathematics? What is the relationship between African mathematics and that of Islamic cultures? In the third part of the course we will consider the evolution of particular fields of mathematics such as geometry, logic, and number theory. (MA 113 or waiver) **CMP** (P. Schumer)

MA 250 Ethnomathematics: A Multicultural View of Mathematical Ideas and Methods (CW) (Not offered 2002-03)
What are the cultural roots of the mathematics we study and use today? Even though it has been developed by individuals from widely varying cultural contexts, we take the verity, consistency and universality of mathematics for granted. How does the western tradition stand in comparison to the mathematics developed by indigenous societies, labor communities, religious traditions, and other

groups that can be studied ethnographically? By examining the cultural influences on people and the mathematics they practice, we shall deepen our understanding of mathematics and its relationship to society. (MA 106 or MA 110 or instructor's approval) 3 hrs. lect./disc. **DED HIS OTH CMP**

MA 260 Visible Mathematics (Not offered 2002-03)
We shall introduce and discuss such topics as graphs, knots, and braids—mathematical objects having natures both visible (for building intuition) and abstract (for the purpose of proof). Along the way, we shall present a concrete introduction to certain objects within the mathematical fields of topology, algebra, and graph theory. The class will culminate with a mathematical result about simply-colored knots whose statement and proof will involve all of the objects introduced during the term. (MA 200 or by waiver) **DED**

MA 300 Topics in Linear Algebra and Differential Equations (Spring)
A continuation of MA 200. Topics may include diagonalization of matrices, quadratic forms, inner product spaces, canonical forms, the spectral theorem, positive matrices, the Cayley-Hamilton theorem, ordinary differential equations of arbitrary order, systems of first-order differential equations, power series, and eigenvalue methods of solution, applications. (MA 200) 3 hrs. lect./disc. **DED** (D. Dorman)

MA 302 Abstract Algebra (Fall)
Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups, rings and ideals, integral domains and fields, the field of quotients of a domain, the ring of polynomials over a domain, Euclidean domains, principal ideal domains, unique factorization, factorization in a polynomial ring. (MA 200 or by waiver) 3 hrs. lect./disc. **DED** (P. Bremser)

MA 308 Mathematical Logic (Spring)
This course begins with a look at sentential logic, truth tables and their applications. It also explores first order logic and natural deduction systems, and considers how to decide whether a statement is true or provable. Important theorems covered include the Completeness Theorem and the Compactness Theorem. The course concludes with a discussion of the Incompleteness Theorem, the monumental work of Kurt Gödel. (MA 302 or by waiver) **DED** (C. Gomez)

MA 310 Probability (Not offered 2002-03)
An introduction to the concepts of probability and their applications, covering both discrete and continuous random variables. Probability spaces, elementary combinatorial analysis, densities and distributions, conditional probabilities, independence, expectation, variance, weak law of large numbers, central limit theorem, and numerous applications. (MA 201 or by waiver) 3 hrs. lect./disc.**DED**

MA 311 Statistics (Not offered 2002-03)
An introduction to the mathematical methods and applications of statistical inference. Topics will include: survey sampling, parametric and nonparametric problems, estimation, efficiency and the Neyman-Pearsons lemma. Classical tests within the normal theory such as F-test, t-test, and chi-square test will also be considered. Methods of linear least squares are used for the study of analysis of variance and regression. There will be some emphasis on applications to other disciplines. (MA 200; MA 310) 3 hrs. lect./disc. **DED** (J. Emerson)

MA 312 Stochastic Processes (Fall)
Stochastic processes are mathematical models for random phenomena evolving in time or space. This course will introduce important examples of such models, including random walk, branching processes, the Poisson process and Brownian motion. The theory of Markov chains in discrete and continuous time will be developed as a unifying theme. Depending on time available and interests of the class, applications will be selected from the following areas: queuing systems, mathematical finance (Black-Scholes options pricing), electrical networks, probabilistic algorithms, and Monte Carlo simulation. (MA 310) **DED** (W. Peterson)

MA 315 Mathematical Models in the Social, Life, and Management Sciences (Fall)
An introduction to the role of mathematics as a modeling tool and an examination of some mathematical models of proven usefulness in problems arising in the social and management sciences. Topics will be selected from the following: axiom systems as used in model building, optimization techniques, linear and integer programming, theory of games, systems of differential equations, computer simulation, stochastic process. Specific models in political science, ecology, sociology, anthropology, psychology, and economics will be explored. (*Approval only.*) **DED** (M. Olinick)

MA 318 Operations Research (Spring)
Operations research is the utilization of quantitative methods as an aid to managerial decisions. In the course, several of these methods will be introduced and studied in both a mathematical context and a physical context. Topics included will be selected from the following: classification of problems and the formulation of models, linear programming, network problems, transportation problems, shortest route problems, assignment problems, integer programming, nonlinear programming queues, inventory problems, and game theory. (*Approval required*) **DED** (W. Peterson)

MA 321 Elementary Number Theory (Spring)
Divisibility and primeness. Number congruences; the theorems of Lagrange, Fermat, and Euler; residue theory; quadratic reciprocity. Diophantine equations. The distribution of primes, density, and the prime number theorem. (MA 113) **DED** (P. Bremser)

MA 322 Topics in Advanced Number Theory (Not offered 2002-03)
Drawing on the tools gained in MA 321 this course will begin the study of advanced topics in number theory. Topics may include, but won't be limited to, the study of alge-

braic numbers and number fields, quadratic and cyclotomic extensions of the rational numbers, primary decomposition in number fields, the prime number theorem, Dirichlet's theorem on primes in arithmetic progressions, binary quadratic forms and Gauss's class number problem, p-adic analysis, and the Hasse-Minkowski principle. (MA 321 or by waiver) **DED**

MA 324 Numerical Analysis (Not offered 2002-03)
Topics dealing with the numerical solution of mathematical problems on the computer such as numerical differentiation and integration, curve fitting, systems of equations, and numerical solutions of differential equations. (CX 121) **DED**

MA 330 Approaches to Geometry (Spring)
Euclid and axiomatics. The parallel Postulate and non-euclidean geometries. Desargues's Theorem and projective geometry. Convex bodies in the plane. Affine geometry in n dimensions. Arrangements of lines. Finite geometry and coordinatization of planes. The Erlangen Program. (MA 200) **DED** (B. Peterson)

MA 335 Aspects of Algebraic Geometry (Fall)
Modern algebraic geometry began with the Italian geometers in the late nineteenth and early twentieth centuries. Since then algebraic geometry has been enormously influential in defining new problems and new approaches to problems not only in geometry but also in number theory, differential equations, logic, analysis, economics, chemistry, biology, and physics. Moreover it has been spectacularly successful in solving several extremely difficult problems including Fermat's Last Theorem. This course is designed specifically to investigate an aspect of algebraic geometry, namely algebraic curves. Focusing on curves enables one to develop geometric intuition and computationally gain expertise in the field. We will investigate singularities, intersection theory, and the theory of elliptic curves. (MA201) 3 hrs. lect./disc. (D. Dorman)

MA 345 Combinatorics (Not offered 2002-03)
Special topics in combinatorics including Latin squares, theory of partitions, Kirkman's triple system, permutations and derangements, binomial coefficients, and design theory. (MA 200 or by waiver) 3 hrs. lect./disc. **DED**

MA 400 Research Experience in Mathematics (CW) (Not offered 2002-03)
The object of this course is active participation in mathematical investigation and exposition. Students work collaboratively on current research questions provided by the instructor. The course includes a review of relevant literature and research methods. Students are required to present their findings both in writing (consistent with the standards of the discipline) and in public presentations. (MA302 or MA321 or waiver) **DED**

MA 401 Advanced Calculus (Fall)
An axiomatic treatment of the topology of the real line, real analysis, and calculus. Topics include neighborhoods, compactness, limits, continuity, differentiation, Riemann integration, and uniform convergence. (MA 201) 3 hrs. lect./disc. **DED** (S. Abbott)

MA 402 Measure and Integration (Spring)
An introduction to the study of measure theory and generalized integration. Lebesgue measure. The Lebesgue integral. Derivatives of integrals. Abstract measure and integration. Product measures and the Radon-Nikodym Theorem. Lp spaces. (MA 401) 3 hrs. lect./disc. **DED** (S. Abbott)

MA 403 Abstract Algebra II (Not offered 2002-03)
A study of the theory of fields, algebraic extension, algebraically closed fields, finite fields, Galois theory, solvability of polynomial equations by radicals, classic constructability problems. Other topics may include the classical groups, elementary algebraic number theory, or algebraic curve theory. (MA 302 or by waiver) **DED**

MA 411 Elementary Topology (CW 15) (Not offered 2002-03)
An introduction to the concepts of topology. Theory of sets, general topological spaces, topology of the real line, continuous functions and homomorphisms, compactness, connectedness, metric spaces, selected topics from the topology of Euclidean spaces including the Jordan curve theorem. (MA 201 or by waiver) 3 hrs. lect./disc. **DED**

MA 431 Complex Analysis (Not offered 2002-03)
An introduction to functions of a complex variable. Mappings of the complex plane, analytic functions, Cauchy Integral Theorem and related topics. (MA 201 or by waiver) 3 hrs. lect./disc **DED**

MA 432 Hyperbolic Geometry (Not offered 2002-03)
An introduction to hyperbolic geometry and 3-dimensional manifolds. The Mathematics in this course ties together elementary ideas from geometry, linear algebra, complex analysis, and group theory. (MA 200 and MA 302) **DED**

MA 500 Advanced Study (Fall, Winter, Spring)
Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly suited for those who enter with advanced standing. (Approval required) 3 hrs. lect./disc. **DED** (staff)

MA/CX 704 Senior Seminar (Fall, Spring)
Each student is required to complete and present a major paper on a topic chosen with the advice of a faculty member. In addition, during the academic year, each student is expected to attend a series of lectures designed to introduce and integrate ideas of mathematics not covered in the previous three years. 3 hrs. lect./disc. **DED** (fall: J. Emerson; spring: P. Schumer)

COMPUTER SCIENCE

This program at Middlebury is designed with the goal of providing a solid foundation in computer science through a wide variety of course offerings in the Department of Mathematics and Computer Science. Detailed descriptions of courses appear in the course listings for the Department of Mathematics and Computer Science. Students desiring a single course that provides a broad overview of computing and computers should elect CX 103. Students desiring an in-depth knowledge of computers and programming methodology, or those who wish to fulfill a concentration or major in computer science, should elect CX 121.

Major: The Department of Mathematics and Computer Science offers a major in computer science. Students who elect this major take an introductory sequence of core courses and a variety of upper-level electives balanced among systems, theory, and applications, and do their senior work in computer science. Students should consult the catalog listings for the Department of Mathematics and Computer Science for further details.

Minor: The Department of Mathematics and Computer Science offers a minor in computer science. Students should consult the catalog listings for the Department of Mathematics and Computer Science for further details.

CX 103 Chips, Bits, and the Web (Spring)

This course provides an overview of computer science for students who desire a broad-based survey of the field and do not anticipate taking further computer science courses. Students will design and develop their own web pages, study the structure and operation of computer hardware and software, write and debug elementary programs, and explore the current and future impact of computer science throughout society. 3 hrs. lect., 1 hr. lab. **DED** (T. Huang)

CX 106 Introduction to Computer Graphics (Not offered 2002-03)

The technology of three-dimensional computer graphics has been evolving rapidly. Motion pictures and video arcades are filled with evidence of this recent progress. This course will introduce the underlying theoretical and practical issues of computer graphics. The course will emphasize hands-on laboratory projects, in which students will design three-dimensional models and create perspective color views of them. No prior experience with computer programming is assumed. The course is not open to students who have successfully completed CX 121 or above. 3 hrs. lect./lab. **DED**

CX 108 Music, Movies, and Machines (Spring)

Musicians, graphics artists, and even sculptors have been making increasing use of computers as tools for the creation and enhancement of their art. We will examine, from the perspective of computer science, what makes this possible. We will begin by looking at how sounds, pictures, and shapes are stored in a computer memory as bits. The capabilities of Musical Instrument Digital Interface (MIDI) will be examined, as will various software packages for computer graphics and animation. Finally, the Java programming language will be introduced, with emphasis on its graphics capabilities. 3 hrs. lect./lab. **DED** (M. Dickerson)

CX 120 Prelude to Computer Science (Fall)

This course provides a gentle introduction for students who are considering a major or minor in Computer Science but have no formal training in the discipline. Students will explore several key concepts, including algorithmic design, procedural abstraction, data abstraction, and modularity. Students who successfully complete this course will be well-prepared to take CX 121. 3 hr. lect./disc. **DED** (B. Martin)

CX 121 Introduction to Computer Science (Fall, Spring)

This course provides an in-depth introduction to the fundamentals of computer science and lays the foundation for more advanced study in the discipline. Through weekly programming assignments using the Java language, students will explore important concepts such as abstraction, recursion, control structures, data structures, algorithmic problem solving, and object-oriented design. 3 hr. lect., 1 hr. lab. **DED** (fall: A. Briggs; spring: D. Scharstein)

CX/MA 205 Mathematical Foundations of Computing (Fall)

A rigorous introduction to the mathematical foundations of computer science, with an emphasis on formal reasoning. Topics include propositional and predicate logic, sets, functions, and relations; basic number theory; mathematical induction and other proof methods; combinatorics, probability, and recurrence relations; graph theory; and models of computation. 3 hrs. lect./disc. **DED** (M. Dickerson)

CX 214 Data Structures and Program Design (Fall, Spring)

An introductory course in computer science stressing ideas and structures helpful in designing algorithms and writing programs for solving large, complex problems. The course will introduce many important abstract data types (ADTs) such as stacks, queues, and trees, as well as the object-oriented programming (OOP) paradigm. It will then focus on various data structures used to implement these ADTs, contrasting the competing structures in terms of their space and time efficiency and other considerations that vary from application to application. (CX 121) 3 hrs. lect./disc. **DED** (fall: M. Dickerson; spring: A. Briggs)

CX 223 Computer Systems and Assembly Language Programming (Spring)

A detailed study of the hardware and software that make up a computer system. The design and philosophy of several currently available minicomputers will be stressed. Programming in assembly language of one of these computers will be taught and used throughout the course. (CX 214 or concurrently with CX 214) 3 hrs. lect./disc. **DED** (R. Martin)

CX 322 Geometry and Computer Graphics (Not offered 2002-03)

The mathematical techniques for creating graphics on the computer. Topics include clipping, perspective, coordinate transformations, hidden surface algorithms, and animation. (CX 205) 3 hrs. lect./disc. **DED**

CX 326 Artificial Intelligence (Spring)
Introduction to the theory and techniques that enable computers to behave intelligently. Topics include search strategies, constraint propagation, inductive and deductive reasoning, knowledge representation, expert systems, and natural language processing. The course will teach programming in LISP. (CX 121 or by waiver) **DED** (T. Huang)

CX 327 Machine Learning (Not offered 2002-03)
Machine Learning is the study and design of computational systems that automatically improve their performance through experience. This course introduces the theory and practice of machine learning and its application to tasks such as database mining, pattern recognition, and strategic game-playing. Possible topics include decision-tree methods, neural networks, Bayesian and statistical methods, genetic algorithms, and reinforcement learning. Coursework will include written assignments and programming projects in the Java programming language. (CX205, CX214) 3 hrs. lect./disc. **DED**

CX 328 Cryptology (Not offered 2002-03)
Topics will be chosen from: the role of cryptology in electronic data processing, block and stream ciphers, the data encryption standard, communication and file security, public key cryptology, host system cryptographic operations, authentication techniques, digital signatures, measures of secrecy for cryptographic systems, information theory, advanced topics in mathematical cryptology. (CX 214 or by approval) 3 hrs. lect./disc. **DED**

CX 330 Computational Geometry (Not offered 2002-03)
Computational geometry involves the design and analysis of algorithms and data structures for the solution to problems of a geometric and computational nature. It is an old field, involving aspects of algorithms, geometry, combinatorics and probability, whose roots can be found in algorithmic questions posed by Euclid. Modern applications of computational geometry include geographic information systems, medical imaging, computer-aided design, and robotics. This course will explore some famous problems in computational geometry, including convex hulls, Voronoi diagrams, proximity problems, and triangulation's. Work will include a mix of written assignments and programming assignments. (CX 214 or [CX 205 and MA 330]) **DED**

CX 331 Computer Networks (Fall)
Computer networks have had a profound impact on modern society. This course will investigate how computer networks are designed and how they work. Examples from the Internet as well as our own campus network will be discussed. **DED** (R. Martin)

CX 333 Parallel Programming and Algorithm Design (Not offered 2002-03)
This course will examine models of parallel computation, data dependence and dataflow analysis, efficiency of parallel algorithms, and programming language extensions for parallel architectures: shared memory, message passing, and data parallelism. Networking issues for using Middlebury's UNIX machines as a single parallel computer will be discussed. Course work involves both theoretical results and implementation of parallel algorithms. (CX 214) **DED**

CX 336 Computer Vision (Fall)
An introduction to computer vision, covering topics such as edge detection, stereo vision, structure from motion, and object recognition. The course will include several programming projects in which students will implement, test, and evaluate some of the algorithms covered. (CX 214) 3 hrs. lect. **DED** (D. Scharstein)

CX 337 Robotics (Spring)
This course introduces the fundamental concepts of robotics, focusing on mobile robots and current research and applications. Topics include robot motion planning, sensing, sensor planning, and the key approaches to mobile robot control. Related areas that we will draw tools from include computer vision, computational geometry, and artificial intelligence. Experiments will be done both in a simulator environment and with mobile robots in the laboratory. (CX 214) 3 hrs. lect. **DED** (A. Briggs)

CX 341 Operating Systems (Spring)
An introduction to the computer software and firmware that manage the complex resources of a modern computer and form the interface between user and hardware. Topics include: process, storage and memory management, scheduling, I/O, distributed systems, deadlock, and security. (CX 214) 3 hrs. lect./disc. **DED** (R. Martin)

CX 343 Principles of Compiler Design (Not offered 2002-03)
Introduction to the design and construction of compilers and translators. Finite automata, lexical analysis, context-free grammars, top-down and bottom-up parsing, translation, code optimization, code generation, symbol tables, run-time organization, error recovery. Term project involving adding capabilities to an existing compiler for a Pascal-subset language. (CX 214) **DED**

CX 345 Programming Languages (Not Offered 2002-03)
Systematic approach to concepts and features of programming languages. Topics include imperative and functional languages, data types, control structures, run-time organization, program correctness, program environments. (CX 214) 3 hrs. lect./disc. **DED**

CX 421 Theory of Computation (Fall)
An introduction to varied topics in theoretical computer science, including finite state automata, formal languages,

Turing machines, and NP completeness. 3 hrs. lect./disc. **DED** (A. Briggs)

CX 423 Algorithms and Complexity (Spring)
The theory of the design and analysis of algorithms covering topics such as the complexity and efficiency of algorithms, various complexity classes of algorithms, the notion of computability, and methods for determining the correctness of algorithms. The course covers advanced data structures, such as balanced search tree schemes, and also important algorithmic techniques, including greedy and dynamic programming. (CX 214) 3 hrs. lect./disc. **DED** (M. Dickerson)

CX 500 Advanced Study (Fall, Winter, Spring)
Individual study for qualified students in more advanced topics in computer science theory, systems, or application areas. Particularly suited for students who enter with advanced standing. (*Approval required*) 3 hrs. lect./disc. **DED** (staff)

CX/MA 704 Senior Seminar (Fall, Spring)
Same format as MA 704, and meets with MA 704, but the student's paper will be in some area of computer science. Students interested in CX 704 should refer to MA 704. 3 hrs. lect./disc. **DED** (fall: Ms. Briggs; spring: D. Scharstein)

MOLECULAR BIOLOGY AND BIOCHEMISTRY

Professors: Stephen Sontum (chemistry and biochemistry), Christopher Watters (biology), *Associate Professors:* Robert Cluss (chemistry and biochemistry), Grace Spatafora (biology) (on leave academic year); *Assistant Professor:* Matthew Dick (biology); *Visiting Assistant Professor:* Joshua Kavaler (biology)

The Molecular Biology and Biochemstry (MBB) program is a community of students and faculty with common interests in the disciplines of biochemistry, of cellular, developmental and molecular biology, and of evolution and genetics. The mission of the MBB Program is to integrate these disciplines in the tradition of the liberal arts through (1) the exploration of fundamental concepts and their relationships with other biological and chemical disciplines; (2) the practical use of experimental tools and methods to investigate the structure, function, regulation and evolution of genes and their phenotypes; and (3) the consideration of the historical development of these concepts and phenomena and their relevance to society. The program also encourages in its members the development of critical and independent thought as well as effective oral and written communication

Required for the Major: The major in molecular biology and biochemistry is composed of 14 required courses and 2 electives. Students may be able to bypass introductory courses in chemistry, mathematics, or physics on the basis of AP credit or proficiency exams. Those who bypass CH 103 may begin with CH 104 (fall or spring) or CH 107 (fall only).

There is no minor in molecular biology and biochemistry.

Program Honors: Majors are encouraged to undertake independent research with an MBB faculty mentor. Research towards senior honors may be initiated in BI 500 or CH 400 by any junior with a minimum GPA of 3.0 in the major and the consent of a mentor. Students who are completing senior honors research should enroll in MB 700 or CH 700. Any major not meeting the minimum GPA standard is still eligible to perform an independent study research project (BI 500, CH 500). Please note, however, that registration in BI 500, CH 400 and CH 500 requires a waiver from the faculty research mentor.

Students considering senior research are urged to begin conversations with faculty early in their junior year (certainly by winter term) because many thesis projects begin during the summer preceding the senior year. Those eligible for high honors or honors in molecular biology and biochemistry will (1) complete at least two semesters of research, which may include winter term, (2) graduate with a minimum GPA of 3.0 in the major, (3) present a public seminar describing the significance, methodology, results, and conclusions of their research, (4) successfully defend their thesis before a committee of three faculty, two of whom must be affiliated with the MBB program and (5) earn a grade of at least B+ for the final semester of work with the grade based on their research performance, their written thesis, and their thesis presentation and thesis defense.

MB 700: Senior Honors Thesis (Winter, Spring)
Students conducting independent research in Molecular Biology and Biochemistry are encouraged to register for MB 700 while completing research projects initiated in BI 500 or CH 400. Students will organize and lead regular discussions of their research and research methods, and attend weekly meetings with their designated laboratory group to foster understanding of their special area. (CH 400 or BI 500) (staff)

SUGGESTED SCHEDULE

First year fall

CH	103	Fundamentals of Chemistry I
		*** if CH 103satisfied, then either*
CH	104	Fundamentals of Chemistry II *or*
CH	107	Advanced First-Year Fundamental Chemistry
MA	112	Calculus I
BI	195	Genetics and Evolution *(or spring semester)*

First year spring

CH	104	Fundamentals of Chemistry II *(if not already taken)*
MA	113	Calculus II

Sophomore year fall

CH	241	Organic Chemistry I
BI	250	Organelles and Cells *(or spring semester)*

Sophomore year spring

CH 242 Organic Chemistry II

Junior year fall

CH 322 Biochemistry of Macromolecules

or

BI 310 Microbiology *(Both CH 322 and BI 310 are required for the major.)*

PH 109 Newtonian Physics

BI 360 Practical Cell Biology *(Either BI 360 or CH 353 below is required for the major.)*

Junior year spring

BI 314 Molecular Genetics

PH 110 Electricity and Magnetism

CH 353 Physical Biochemistry *(Either CH 353 or BI 360 above is required for the major.)*

Senior year fall

CH 322 Biochemistry of Macromolecules *(if not already taken)*

BI 310 Microbiology *(if not already taken)*

Senior thesis research and/or electives

Possible electives include:

BI 500 Independent Studies in Biology *or*
CH 400 *or* CH 500 Independent Study in Chemistry and Biochemistry
BI 225 Human Genetics
BI 305 Developmental Biology
BI 330 Mechanisms of Microbial Pathogenesis
BI 340 Immunology
BI 360 Practical Cell Biology
BI 430 Microbes and Malignancy
BI 440 Membranes in Health and Disease
BI 496 Seminar in Molecular Evolution
CH 353 Physical Chemistry for the Life Sciences
CH 425 Biochemistry of Metabolism
CH 430 Current Topics in Biochemistry
CH 441 Organic Mechanisms of Enzyme Catalysis
MB 700: Senior Honors Thesis *or*
CH 700: Senior Honors Thesis

Winter term courses in selected topics (e.g., Streptococcal Genetics, Key Issues in Genetic Engineering, Molecular Endocrinology, Computer Modeling in Chemistry and Biochemistry)

MUSIC

Associate Professors: Su Lian Tan, Greg Vitercik (chair); *Assistant Professor*: Jennifer Post; *Visiting Assistant Professor*: Stacy Moore; *Instructor*: Evan Bennett; *Twilight Artist-in-Residence*: François Clemmons.

The Department of Music offers a wide variety of courses in the history, theory, and sociology of music, and in specific areas including composition, performance, history, and world music. Some courses assume the ability to read music notation; see the course listings below.

Required for the Major: Majors are required to take MU 209-210, MU 220-221, and MU 301-302; a performance elective such as MU 240, MU 297, or MU 500; two 200-level or above elective courses; one elective course in world music, chosen in consultation with the adviser; and one or two units of senior work. In addition to the curricular requirements, majors are required to participate for three semesters in at least one departmental ensemble: College choir, chamberchoir, orchestra, or another approved ensemble.

Required for the Joint Major: A minimum of eight courses at the 200 level or above, including at least one unit of senior work in music. In addition to the curricular requirements, majors must participate for three semesters in at least one departmental ensemble: College choir, chamber choir, orchestra, or another approved ensemble.

Required for the Minor: Students who do the voluntary minor in music are required to complete five courses, two of which may be general introductory courses (100 level). The three other courses would all be at an upper level (200-400 level); all three may be in a specific area of specialization, or two may be in a specific area with the third in another area. Students may also do an independent project (MU 500), which counts as one course toward the voluntary minor.

Senior Work: Music majors and joint majors will propose a senior project by April 1 of their junior year. Projects that have been approved by the department will be undertaken as the student's senior work (MU 704); general guidelines for senior work are available from the department coordinator.

Departmental honors in music reflect a student's overall achievement in and contribution to the department. To be eligible for consideration for honors, a grade average of at least B+ in all music courses is required. Honors are awarded primarily on the basis of excellence in senior work: B+ in senior work and B+ in departmental courses will be eligible for honors; A- in senior work and A- in departmental courses will be eligible for high honors; A in senior work and A in departmental courses will be eligible for highest honor

APPLIED MUSIC

Private instruction in musical instruments and voice is available through the department. Registration for these lessons takes place the first week of each term in the main lobby of the Center for the Arts. Contact the department at extension 5221 for further information. Contracts must be signed after the first lesson and are binding. The fee of $290 is to be paid to the cashier's office upon receipt of a bill at the mid-point of each term. No rebate is allowed for lessons missed except in the case of injury or continued illness. There are ten 45-minute applied music lessons per semester (four during winter term [$116.00]). Members of the College orchestra and chamber choir are entitled to half-price lessons or private instruction, the applied fee is waived for students who are music majors, music joint majors, or are enrolled in performance-related MU 500, MU 600, or MU 704 projects. Academic credit is not given for applied lessons.

Private instruction: *piano*: D. Fanning, N. Paden, C. Huard; *harpsichord:* C. Huard; *jazz piano and jazz voice*: R. Forman; *cello*: D. Davydov; *flute:* A. Janson; *clarinet:* J. McBride; *horn:* A. Parshley; *oboe:* E. Bennett, *trombone:* P. Bouchard; *classical guitar:* T. Geoghegan; *acoustic and electric guitar:* A. Asbell, T. Howes, *voice:* C. Christensen, L. Kähler, B. Thompson Kaiser, D. Marcy; *conducting:* E. Bennett; *carillon:* G. Matthew; *organ:* E. Fanning.

The department will assist the student in securing instrumental instruction not provided by the staff. In some cases, however, it may not be possible to find a qualified instructor.

Ensembles

***Middlebury College Orchestra*:** The orchestra performs approximately four times a year in programs featuring music from all periods. Instrumentalists may arrange for an audition through the music department. Subsidized instrumental lessons with applied faculty members are available; see "Applied Music" above. See course listing for MU 205. (Mr. Bennett)

Chamber Singers: The Chamber Singers perform at concerts on and off campus. Audition required, open to all students without prerequisite. Subsidized voice lessons with applied faculty members are available; see "Applied Music" above. See course listing for MU 205. (staff)

***College Choir*:** Open to all — those who read music and those who do not. No audition required. Choir performs at many campus and off-campus events. The ensemble sings a wide repertoire, including Gershwin, Thompson, songs from the traditional repertoire, American Negro Spirituals. Voice lessons with Mr. Clemmons are available on request. See course listing for MU 205. (F. Clemmons)

***Other Chamber Ensembles*:** String quartets, woodwind and brass ensembles can be formed and coached for interested students. Independent projects (MU 500 and MU 600) can be arranged for these groups.

MU 101 Introduction to Western Music (Not offered 2002-03)

This course is designed to introduce students to the music created by the men and women of Western civilization. The styles and genres of art music from the Middle Ages to the present will be a focus for the course. The relationship of music to society, historical context, and the other arts will also be examined. Music reading skills are not required. **ART EUR**

MU 102 The Concert Experience (Spring)

Music exists primarily in performance. In this course we will examine a range of musical styles, forms, and genres —including both Western and non-Western, "classical," popular, and jazz—as they are experienced in live performance. Through a variety of readings we will also explore the historical, social, cultural, and political contexts that shape this experience, both for the listener and performer. Guest lecturers will include composers and performers, as well as management and marketing professionals involved in the concerts we will be attending. Attendance at the concerts involved is mandatory. (No prerequisites; open to students who have taken MU 101 by *permission only*) 2 hrs. lect./1 hr. disc. **ART** (G. Vitercik)

MU 105 Introduction to Music in World Cultures (Fall)

This course is designed as an introduction to musical style and practice in selected world cultures. Using ethnographic sources in written, audio, and video form, workshops, concerts and fieldwork, we will explore the diverse roles that music plays in the lives of musicians and their supporting communities. We will explore both traditional and popular musics in the lives of peoples in Africa, Asia, Oceania, Latin America, and the United States considering some of the theoretical systems, musical instruments, and aesthetic and social values that today impact musical performance in community traditions. No musical background is expected. 2 hrs. lect./1 hr. disc. **ART SOC OTH CMP** (J. Post)

MU 109 Music Theory and Musicianship (Spring)

This course is an introduction to theoretical concepts in music covering the fundamentals of musical sound. We will focus on the elements of music, including the physics of sound, musical notation, rhythm, melody, texture, harmony and form in the context of our increasingly international soundscape. Class examples and ear-training exercises will be drawn from a wide range of musical styles and traditions. No prior musical experience is required. (Students who wish to take upper-level music theory or composition courses must either complete this course or pass a theory and musicianship test administered by the department.) 2 hrs. lect./1 hr. lab. **ART** (S. Moore)

AD 116 The Creative Process (Fall, Spring)

For course description please see "Divisional Courses" in the Theatre, Dance, and Film-Video section of this catalog.

MU 125 Music in the United States (Spring)

This course is an introduction to the diverse musical traditions found in rural and urban North America. We will study the musics of Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans, tracing the development of each musical tradition from its historical roots to explore its influence today on contemporary American music. We will discuss issues of ethnicity, community, regionalism, style, genre and revival, as we examine each group's unique musical contributions. Among the musical styles we will study are ballads, gospel, blues, klezmer, polka, cajun, zydeco, tejano, and salsa. No previous musical experience is expected. 3 hrs. lect./ disc **ART SOC USA NOR** (J. Post)

MU 130 Nineteenth-Century Romanticism in Music (Fall)

"All art constantly aspires towards the condition of music." Walter Pater's view exemplifies the central role of music in nineteenth-century thought. What could he possibly have meant? In this course we will examine the works and forms that established music as the romantic art *par excellance*. In exploring that central position, we will try to place these works, as well as their composers and performers within their larger historical, aesthetic, philosophical, and social contexts. No previous musical experience is expected. 2 hrs. lect./1 hr. disc. **ART** (G. Vitercik)

MU 205 Performance Lab (Fall, Spring)
Credit can be conferred for performance in faculty—supervised ensembles Middlebury College Orchestra and Middlebury College Choir (see "Ensembles" above), one unit of such credit to accrue over two semesters (spring and fall only). The appropriate supervising faculty will give grades, based on attendance and quality of performance. A student should register for MU 205 at the beginning of each term by adding it as a fifth course. MU 205 may not be taken more than once. **ART** (E. Bennett, F. Clemmons)

MU 209 Music I (Fall)
Music I focuses on the materials and grammar of music through compositional exercises. Students will write short pieces for various instruments and ensembles, notate their pieces, rehearse and perform them, thereby learning about music through discovery and observation. The assignments are designed for students with or without compositional experience. (Ability to play an instrument or sing; MU 109 or must pass a placement exam in fundamentals of music theory administered during the first class.) 3 hrs. lect/1 hr. lab. **ART** (E. Bennett, S. L. Tan)

MU 210 Music II (Spring)
Continuation of MU 209, which is a prerequisite. 3 hrs. lect; 1 hr. lab. **ART** (S. L. Tan)

MU 220 Survey of Music History (Fall)
A chronological survey of Western art music from the earliest notated music through the middle of the eighteenth century. Beginning with Gregorian chant and troubadour song, we will explore the music of the Middle Ages, the Renaissance, and the Baroque era. Among the composers discussed are Machaut, Josquin des Prez, Palestrina, Monteverdi, Purcell, Vivaldi, Handel, and J. S. Bach. Analysis of the music will be supplemented by consideration of the ways in which music relates to the other arts and reflects the history and culture of its time. (Students should have had some prior musical experience, such as MU 101 or MU 209; some familiarity with music notation is assumed.) 3 hrs. lect. **HIS ART EUR** (S. Moore)

MU 221 Survey of Music History (CW 8) (Spring)
This course is a survey of Western art music from the preclassical age of J.S. Bach's sons to the present. The approach of the course is historical, analytical, and cultural; we will try both to understand the music as music and to see how it reflects its age and the concerns of the composer and the audience. (Students should have had some prior musical experience, such as MU 101 or MU 209; some familiarity with music notation is assumed. MU 220 is not a prerequisite.) 3 hrs. lect. **HIS ART EUR** (S. Moore)

MU 230 Topics in Music History (Not offered 2002-03)
This course will offer the detailed examination of a closely defined topic in music history. Topics will vary from year to year, and might involve a composer or "school," an era, a genre, or an issue in cultural history that transcends the normal categories of music history. Recent topics have included Wagner's *Ring of the Niebelungs*, the Mozart-da Ponte operas, and nineteenth century Romanticism in music. A reading knowledge of music is expected, and MU 220 or 221 is recommended. **ART EUR**

MU 238 Music and Performance in Africa (Not offered 2002-03)
This course will introduce students to the diverse musical traditions of sub-Saharan Africa. Using recent literature in ethnomusicology, we will study examples of musical performance in specific cultural groups, including the Zulu, Shona, Venda, BaAka, Mande, and Yoruba. We will explore the diversity in performance practice, style and aesthetics, and examine issues that affect rural and urban residents today, such as the role and status of musicians in society, and the impact of nationalism on local music. Sources for information will include ethnographic literature, audio and video recordings, visiting performers, and performance workshops. 3 hrs. lect./disc; 2 hrs. film screen. **ART SOC OTH AAL**

MU 240 Performance - Literature and Practice (Not offered 2002-03)
This course explores musical performance as the integration of music history, interpretation, performance practice, and applied musicianship. The specific genre addressed may vary from year to year to meet student needs. Proficiency on an instrument or in voice and permission of the instructor are required. **ART**

MU/HI 256 Weimar Culture (Spring)
See Department of History listings for description. **ART HIS EUR** (G. Vitercik, J. West)

MU/WG 280 Music, Gender and Performance (Not offered 2002-03)
In this course we will explore current issues in the study of music and gender, especially those related to identity, difference, sexuality, and power. We will focus on performance practice in popular musical genres of Europe and North America including rock, hip hop and the blues, and non-Western traditional and popular genres including Caribbean salsa, West African Afropop, Algerian rai, European lament, and North Indian khyal. We will use written, aural, and visual data drawn from ethnomusicology, anthropology, and musicology to discuss how musical performance reflects or affects relationships between women and men and how each society's gender ideology affects its musical practices. 3 hrs. lect./disc; 2 hrs. film screen. **ART SOC OTH CMP**

MU 282 Songs and Social Movements (Not offered 2002-03)
For centuries songs have played a critical role in the political life of social groups. Through musical performance, many organizations build strength and cohesion and also effect change. In this course we will investigate the role that songs play in social movements in selected cultures throughout the world. We will examine historical and contemporary communities where songs have been actively used to develop and maintain a sense of identity and cohesion, for resistance and mobilization. Areas of inquiry include songs of the civil rights and the folk revival movements in the United States, nationalism and song in China, protest songs of South Africa, West African popular song and social change, political songs of Latin America and the Caribbean, national identity and song in Europe, politics and ritual in Australian aboriginal song. Sources will include primary documents in printed, audio and video format, and secondary literature drawn from ethnomusicology, anthropology and sociology. **SOC ART OTH CMP**

MU 295 Music and the Natural Environment (Fall)
We will explore the role of the natural environment in human music making. People in rural regions often draw directly from the natural world for their musical ideas. The Kaluli in Papua New Guinea, for example, imagine bird song and human song to be inextricably intertwined. The Tuvans of Central Asia use the sounds of water, insects, and animals as a foundation for their music making. In the urban sphere, sonic ecologists in Europe and North America have devised means for expressing a connection to the natural world using recorded sounds that they present in soundscape performances. Our goal will be to learn how social groups present an understanding of their physical environment in the songs and instrumental music used in daily performance, religious ritual, agricultural festivals, and other contexts. 3 hrs. lect./disc. **ART OTH SOC CMP** (J. Post)

MU/IT 297 Italian Opera in Performance: Historical Context and Original Language (Fall)
This intensive, team-taught course is open to singers, actors, instrumentalists, designers, technicians, students of music and/or foreign language/literature. We will explore the context and language of opera in a given period; close readings of critical texts, librettos, and music culminate in a workshop performance of an opera (or selected scenes) in the original language. Auditions will be held the semester prior to the course. In fall '02 we will focus on seventeenth-century Venice and the music of Monteverdi, staging a workshop performance of L'Incoronazione di Poppea. The course prepares students to participate in fully staged performances during J-term '03. Funds available for student lessons. **ART LIT EUR** (D. Castronuovo, S. Moore)

MU 301 Theory I (Fall)
This course explores elements of music, especially harmony and counterpoint, encountered in works from the Baroque era to the twentieth century. We will investigate these elements through composition and stylistic and technical analysis, examine their relationship to music history, and discuss how to apply this knowledge to individual performance. Whenever possible, these issues will be addressed with regard to pieces currently being performed within the department or by members of the class. (MU 209 and 210, or approval by instructor) 3 hrs. lect./disc. (E. Bennett)

MU 302 Theory II (Spring)
Continuation of MU 301, which is a prerequisite. 3 hrs. lect./disc. (E. Bennett)

MU 309 and 310 Advanced Composition
These courses will focus on writing for string quartet, brass quintet, a cappella singing, piano, or performance art and involve issues of technique, style, and practical considerations, as well as study of selected elements of the literature. The course will culminate with a reading of student works by a professional ensemble or solo performer. (MU 209, 210, or by waiver)

MU 309 Advanced Composition I (Fall)
This course will focus on writing for string quartet, and involve issues of string techniques, styles, and practical considerations, as well as study of selected elements of the quartet literature. We will be working in conjunction with a professional string quartet. This course will culminate with a reading of student works by a professional quartet. (MU 209, 210 or by waiver) 3 hrs. lect./disc. (S. L. Tan)

MU 310 Performance Art (Spring)
When different arts merge in unusual and provocative ways, performance art is created. This seminar will engage in discussions, research, and creative projects in how performance art comes about, its place in our culture, and its aesthetic, with the focus and explorations centering around musical components. We will delve into its roots in the early ninteenth century in writing and music, from Berlioz to Cage, Kagel, the Talking Heads, Laurie Anderson, and into music/performance art of today (Blue Man Group, Cirque du Soleil). This course will culminate in a concert of work composed by class members. 3 hrs. lect./disc.(S. L. Tan)

MU 325 Community and Music (Not offered 2002-03)
In this course we will use the local community as our field site to document the performance practices of regional musicians and dancers. Students will explore their own community at the College, then observe and document music and dance events that are representative of local expressive traditions, including fiddler's club meetings, contra dances, jam session, and concerts. Using interviews, participant observation, structured observation, and historical research, we will identify local and regional musicians and dancers, and discuss how performances are indicators of community values in historical and contemporary contexts. We will seek information from musicians and instrument builders who represent a broad spectrum of musical genres, including folk, popular, and classical music. Students will work collaboratively and individu-

ally to design, execute, and present research on local performance traditions. (Prerequisite: one course in sociology/anthropology or one course in music or by approval) **SOC ART USA NOR**

MU 330 Music History Seminar (Not offered 2002-03)
This is a reading and research course intended for music majors and exceptionally well-prepared non-majors. Topics will vary from year to year. (MU 220 and MU 221 or by approval of instructor)

MU/GN 417 "Musically Speaking": Close Encounters of Music and Literature in the Nineteenth Century (in English and in German) (Not offered 2002-03)
See Department of German listings for description.

MU 410 Seminar in Composition (Fall)
We will discuss a variety of issues arising from major works of the music literature, and related compositional, analytical, and aesthetic commentaries. The works will be chosen and discussed with an eye towards providing a context for your own music making, particularly senior work in progress. Senior work itself will be an additional focus of the class, with an opportunity for class and individual feedback during several stages of your work, and exploration of issues that arise from it. Significant portions of the class will be devoted to musical analysis, critical discussion of texts concerning composition and composers, aesthetics, contemporary music in general, and the place of these subjects in the music industry. This course is required for music majors planning to do composing for their senior work. *(Open to majors only)* 3 hrs. sem. (S. L. Tan)

MU/IS 444 Gender, Performance, and Modernity in the Postcolonial World (Spring)
Please see International Studies listings for description. This course is equivalent to IS 444, MU 444, and WG 444. Register for this course under IS 444; see International Studies section for registration procedure. **AAL CMP** (J. Tropp, J. Post)

MU 500 Independent Study (Fall, Winter, Spring)
Admission by approval; consult published departmental guidelines.

MU 600 Independent Study (Winter)
Admission by approval; consult published departmental guidelines.

MU 704 Senior Work (Fall, Winter, Spring)
Senior work is required of all music majors and joint majors. Projects may be in history, composition, theory, or performance, and should culminate in a written presentation, a public performance, or a combination of the two. *Preliminary proposals for senior work must be made by April 1 of the junior year.* Admission by approval; consult published departmental guidelines.

PROGRAM IN NEUROSCIENCE

Primary Faculty
Professors: Bob Osborne (Psychology), Tom Root (Director, Biology); *Assistant Professors:* Marcia Collaer (Psychology), Elizabeth Ennen (Philosophy), David Parfitt (Biology); *Research Scholar:* Dana Helmreich (Biology and Psychology)

Resource Faculty
Professor: Christopher Watters (Biology); *Associate Professor:* Amy Briggs (Mathematics and Computer Science); *Assistant Professors:* Jason Arndt (Psychology), Matthew Dick (Biology), Timothy Huang (Mathematics and Computer Science), Daniel Scharstein (Mathematics and Computer Science), William Waldron (Religion)

Neuroscience is a field that explores the nervous system, examines varied concepts of the human mind, multiple functions of the brain, the behavior of animals, the variety of nervous systems, the operation of nerve cells, and the role that physical and chemical processes play in all these. The study of the nervous system in animals and humans is a scientific inquiry that necessarily requires a multi-disciplinary approach. As a result, it requires a background in biology, chemistry, and psychology, an appreciation of animal and human behavior and physiology, and upper-level study in a number of more focused areas. Possibilities include: cellular/developmental biology, behavior and the mind, or learning and neural regulation. Combining study in natural science (biology, chemistry, and math), social science (psychology) and humanities (philosophy), the neuroscience major gives students a solid science background, an understanding of diverse approaches to the nervous system and brain, and opportunities to explore specific areas of neuroscience via electives and senior study.

Required for the major
There are 14 courses required of the major, including *required background courses, upper-level courses* and *senior study.* Required background courses in biology, psychology, chemistry and math, establish a foundation in science necessary for upper-level study. Upper-level core courses in biology, psychology, and philosophy teach students to approach neuroscience broadly from intellectually different directions. Elective upper-level courses offer opportunities to explore a wide variety of specific topics. *Senior study* requires all majors to integrate their specific training through research or seminars.

Required Background Courses

BI	195	Genetics and Evolution
BI	216	Animal Behavior
BI	250	Cells and Organelles
PY	105	Introduction to Psychology
PY	201	Psychological Statistics *or*
BI	211	Experimental Design and Analysis

MA	112	Calculus 1
CH	103	Fundamentals of Chemistry 1

Note: there are several *optional* cognates desirable for those considering post-baccalaureate study. For example, those interested in the health professions or graduate study in neuroscience may need to take some or all of the following courses. Students should consult with their adviser for assistance.

CH	104	Fundamentals of Chemistry 2
MA	113	Calculus 2
CH	241	Organic Chemistry 1
CH	242	Organic Chemistry 2
CH	322	Biochemistry of Macromolecules
PH	109	Mechanics
PH	110	Electricity and Magnetism

Upper-Level Core Courses

BI	370	Animal Physiology
PY	301	Physiological Psychology
PA	361	Philosophy of Neuroscience *or*
PA	352	Philosophy of the Mind

Three electives to be chosen from (BI 225; BI 305; BI 340; BI 350; BI 360; PA 361 or PA 352;

PY 302 (previously numbered PY 207); PY 303; PY 305; PY 309).

Senior Study

A senior seminar from BI 440; BI 470; BI 480; PY 417; PY 418, PY430, or a PA 400-level senior seminar, if approved in advance *OR* Senior research (NU 500).

Note: If students elect to pursue senior research (NU 500) for their senior study, then a 400-level senior seminar may fulfill one of the three required upper-level electives.

Students may be exempt from some introductory courses through placement or bypass exams. For more information on placing out of a specific course, contact the chairperson of the relevant department. Seniors can do research with any faculty in the program, and some faculty in other departments who will act as resources.

Program Honors

Majors are encouraged to undertake independent research with any faculty member in the program (primary or resource). Research towards senior honors (NU 500) may be initiated by any junior with a minimum GPA of 3.0 in the major and the consent of a mentor. Students considering senior research are urged to begin conversations with faculty early in their junior year. Those eligible for high honors in neuroscience must (1) complete at least two semesters of independent research (NU 500), (2) graduate with a minimum GPA of 3.0 in the major, (3) present a public seminar describing the background, methodology, results, and greater significance of their research, and (4) successfully defend their thesis before a committee comprised of faculty members from more than one department.

NU 500 Independent Study in Neuroscience (Fall, Winter, Spring)

Individual projects involving laboratory or extensive library study on a topic chosen by the student and a faculty adviser. Prior to registering for NU 500, a student must have discussed and agreed upon a project topic with a member of the primary or resource neuroscience faculty. 3 hrs. disc. (staff)

PHILOSOPHY

Professors: Richard Arthur, Stanley Bates (on leave academic year); *Assistant Professors:* Elizabeth Ennen, Heidi Grasswick, Martha Woodruff; *Visiting Assistant Professor.* John Spackman; *Emeriti Professors*: Hiroshi Miyaji, Victor Nuovo

The Department of Philosophy seeks to foster in its students a critical awareness of the fundamental issues and principles at stake in the study of humanity and the universe, and to equip them with the necessary analytic and creative skills to identify and critique different kinds of philosophical arguments and positions in a wide variety of contexts. The acquisition of such skills makes philosophy majors attractive to a wide variety of prospective employers, as well as providing a sound preparation for law school or graduate school.

The department also permits and encourages students to pursue joint and double majors.

Nonmajors: Most philosophy department courses are open to students who are not majors. Those who have done little or no previous work in philosophy are encouraged to take one of the introductory courses listed below, all of which, whether at the 100 or 200 level, are open to students of all classes. Other courses at the 200 level are introductions to special topics in philosophy or to specific areas in the history of philosophy, and first-year students wishing to take them should consult the instructor. Although 200-level courses do not generally have prerequisites, students who have done work in pertinent, related areas of the sciences, education, religion, or the arts will benefit from their studies in those areas. Courses at the 300 level are open to nonmajors, but they presuppose a higher level of sophistication than the 200-level courses. They may have prerequisites or require prior work in philosophy and are not normally open to first-year students.

Required for the Major: Majors shall elect 10 courses in the department, including the seminar requirement. PA 180 is required, and either PA 150 or PA 151 is highly recommended. These introductory courses should be taken early in the program whenever possible. In addition, majors must satisfy a departmental distribution requirement by electing one course in each of the following four areas: (1) ethics and social and political philosophy; (2) ancient and medieval philosophy; (3) history of modern philosophy; and (4) epistemology, language, metaphysics, and science. Cognate courses may be substituted for no more than two departmental courses, but will not satisfy the departmental distribution requirement; such substitutions require the prior approval of a major's departmental adviser, and must be at the 200 level or above.

Required for the Minor: A total of six courses in philosophy, including PA 180 and one 400-level seminar, are required. The seminar will normally be taken during the final three semesters of a student's undergraduate career (excluding winter term), and only after the student has completed three other philosophy courses. Students electing the philosophy minor should arrange to have an adviser in the philosophy department.

Seminar Requirement: Majors must take two department seminars (400-level courses on advanced topics in philosophy). Junior majors must take the seminar currently offered in the spring term; seniors must take the seminar currently offered in the fall term. Students who are abroad during the spring of the junior year must take both seminars in their senior year. This requirement will not be waived for students doing departmental honors. These seminars will not normally satisfy the departmental distribution requirement, but may in exceptional cases by permission of the chair.

Departmental Honors: Majors with at least a B+ average in philosophy courses may apply to become candidates for departmental honors. To apply, a student must find a faculty member willing to supervise the project and then submit a proposal to the Chair in writing. If (and only if) the proposal is accepted, the student should then register for two successive terms of PA 700 (normally during the winter and spring terms of their senior year). To receive honors, students must complete a two-term project resulting in a thesis or a set of thematically related papers, give an oral defense (according to departmental regulations), and receive for their work a minimum grade of B+. In addition, they must maintain their B+ average in courses in the department.

Joint Major: For the philosophy component of a joint major, students must (1) take eight philosophy courses, including (a) PA 180 (b) one 400-level seminar and (c) at least one course in each of three of the four areas of the departmental distribution requirement. Either PA 150 or PA 151 is also highly recommended, and, like PA 180, should be taken early in the program whenever possible. In addition, students must (2) give evidence of having used the training in both major fields, usually in an independent project or thesis, but sometimes in a seminar paper.

INTRODUCTORY COURSES

PA 150 Introduction to the Philosophical Tradition (Fall)

This course will introduce students to fundamental philosophical issues concerning the nature of reality (metaphysics), the possibility of knowledge (epistemology), and the nature of value (ethical theory) through a reading of a number of important primary texts of thinkers such as Plato, Aristotle, Descartes, Hume, Kant, Kierkegaard, Mill, Nietzsche, and Freud. Students should register for a discussion session. 3 hrs.lect, 1 hr.disc. **PHL EUR** (M.Woodruff)

PA 151 Introduction to Analytic Philosophy (Not offered 2002-03)

What is a person? Are you the same person you were last year? Must you have both a mind and a body to be a person? Could an android be a person? What role should the concept of personhood play in the abortion debate? How are our conceptions of personhood shaped by our cultural and political backgrounds? In this course, you will develop your analytic skills while exploring the philosophical issue of personhood. You will learn how to extract arguments from texts, critically evaluate arguments, and construct arguments of your own. Readings will be drawn from contemporary journal articles. **PHL**

PA/CL 175 Greek Philosophy (Not offered 2002-03)

See Department of Classics listings for description. (area 2) **LIT PHL EUR**

PA 180 Introduction to Modern Logic (Fall, Spring)

The aim of this course is to provide a sound understanding of the principles of deductive reasoning through the study of modern symbolic logic. Students will learn how to translate natural arguments into the formal languages of propositional and predicate logic and study both natural deduction and truth-functional derivation systems for these languages, as well as learning techniques for analyzing and evaluating natural arguments. Mastery of these methods and techniques will enable students to evaluate the validity of a wide range of arguments. No prior knowledge of logic, formal mathematics, or computer science is presupposed in this course, which does not count towards the PHL distribution requirement. 3 hrs. lect. **DED** (R. Arthur, H. Grasswick)

PA 200 Final Questions (Not offered 2002-03)

This course is designed as an introduction for juniors and seniors who have had no previous instruction in philosophy. It presupposes greater sophistication but no previous knowledge of philosophy. Among the topics of inquiry are the following: the nature of existence, its origin and end; the sources of value in life; the expectation of justice and the possibility of achieving it; knowledge and belief; personal identity; freedom and determinism. Lectures and discussion will be based on reading and analysis of philosophical texts, ancient, modern and contemporary. Authors of works to be read may include Plato, Aristotle, Descartes, La Rochefoucauld, Locke, Leibniz, Hume, Kant, Hegel, Nietzsche, Mill, Russell, Wittgenstein. **PHL EUR**

The following courses are suitable as first courses in philosophy: CL/PA 175, PA 201, PA 205, PA 206, PA 212, PA 214, PA 216, PA 223, PA/RE 232.

PA 201 Ancient Greek Philosophy (Fall)

This class introduces students to the range and power of Greek thought, which initiated the Western philosophical tradition. We will begin by exploring the origins of philosophy as found in myth (primarily Hesiod) and in the highly original speculation of the Pre-Socratic thinkers (such as Heraclitus and Parmenides). We will then focus on Socrates, Plato, and Aristotle, examining their transformations of these earlier traditions and their own divergent approaches to ethics and education. We will also consider the influences of Greek philosophy on later thought. **PHL HIS EUR** (M. Woodruff)

PA 205 Human Nature and Ethics (Not offered 2002-03)

An investigation of some of the most important theories in Western intellectual history concerned with appropriate ways for people to lead "the good life." Proceeding in historical sequence, the course will cover Plato, Aristotle, Hobbes, Hume, Kant, and Camus. An attempt will be made to relate the moral theories considered to the general intellectual assumptions of the ages in which they were produced and to the stated or understated conceptions of human nature contained in the theories. (area 1) **PHL EUR**

PA 206 Contemporary Moral Issues (Fall, Spring)

We will examine a selection of pressing moral problems of our day, seeking to understand the substance of the issues and learning how moral arguments work. We will focus on developing our analytical skills, which we can then use to present and criticize arguments on difficult moral issues. Selected topics may include world poverty, animal rights, abortion, euthanasia, human rights, just and unjust wars, capital punishment, and racial and gender issues. You will be encouraged to question your own beliefs on these issues, and in the process to explore the limit and extent to which ethical theory can play a role in everyday ethical decision making. (area 1) 3 hrs.lect. **PHL** (E. Ennen, J. Spackman)

PA 209 Philosophy of Law (CW) (Spring)

In this course, we shall consider a number of questions concerning law and its institution in human society. What is the origin and authority of law? What is legal obligation? What is the connection between law and coercion, between law and morality, and law and rights? Are laws merely conventions or is there a law of nature? What is the role of law in judicial decisions and the effect of these on the law? We shall also consider and evaluate various theories of law: natural law theories, utilitarian theories, analytical philosophy of law, critical legal studies, feminist theories. **PHL** (V. Nuovo)

PA 210 Contemporary Ethical Theory (Not offered 2002-03)

In this course, we shall explore some of the major texts on moral philosophy of the past 20 years. We shall begin with John Rawls's *A Theory of Justice,* which attempts to develop a substantive theory of justice, considering both his substantive theory and the methodology of the book. We shall then study a series of works that consider whether substantive moral theory is possible, including Bernard Wiliams's *Ethics and the Limit of Philosophy* and Alasdair MacIntyre's *After Virtue.* (No prerequisites, but PA 150, PS 102, or PA 205 would provide useful background.) **PHL**

PA 212 Introduction to the History of Modern Science) (Not offered 2002-03)

Of all the chapters in the history of our intellectual tradition, one of the most exciting is that of the Scientific Revolution—the emergence in the seventeenth and eighteenth centuries of recognizably modern scientific concepts from the welter of ideas of the competing scholastic, Pythagorean, alchemical, magical, and mechanical traditions. In this course we shall trace the development of key concepts in physics, chemistry, and biology through a study of the contributions of such thinkers as Copernicus, Kepler, Galileo, Boyle, Descartes, Newton, Huygens, and Leibniz. (area 4) **PHL HIS EUR**

PA 214 Science and Society (Spring)

Scientific theories are not developed in a vacuum; they can be influenced in various ways by the social circumstances in which they emerge, and they may themselves have important social consequences. This course will examine the relationship between science and society by focusing on attempts by psychologists, sociobiologists, and others to provide theories of human nature and potential, and on feminist critiques of science. We will address questions such as these: Is it methodologically wrong to bring presuppositions to scientific research? Is it worse if those presuppositions are moral or political commitments? What special responsibilities, if any, do scientists have when they investigate questions with explosive social import? Is the scientific method irremediably gender - or culture-biased? This course is particularly suitable for ES majors. **PHL SOC** (R. Arthur)

PA 223 Introduction to Contemporary Philosophy (Not offered 2002-03)

This course will investigate two of the main lines of historical development which dominated European philosophy for a great deal of the twentieth century. We shall begin with the phenomenology of Edmund Husserl, and follow its development into the early existential phenomenology of Martin Heidegger (and others) and the existentialism of Jean-Paul Sartre. We shall then turn to the analytic tradition discussing the Logical Analysis of Bertrand Russell and the early Wittgenstein, Logical Positivism, the ordinary language philosophy of Gilbert Ryle and J.L. Austin, and the later philosophy of Wittgenstein. The course will conclude with a brief consideration of more recent developments. 3 hrs.lect. **PHL EUR**

PA 225 Nineteenth-Century European Philosophy (Spring)

This course examines selected works of five central figures of the nineteenth century: Hegel, Marx, Kierkegaard, Schopenhauer, and Nietzsche. By focusing on certain key themes, we will discover both continuities and contrasts among these diverse thinkers. By examining the philosophical underpinnings of historical movements such as industrialization and secularization, we will learn how nineteenth century Europe leads the way into our own age. Topics of discussion include: spirit and history, science and existence, community and alienation, the will and the creation of the self. (No prerequisites, but PA 150 or equivalent would provide useful background.) **PHL HIS EUR** (M. Woodruff)

PA/RE 232 Philosophy of Religion (Not offered 2002-03)
The first part of this seminar will be devoted to philosophical reflections on Christianity. We will look at classical arguments for Christian beliefs and the criticisms of this approach by Pascal, Hume, Kant, Wittgenstein, and Nietzsche. We will also read some literary works dealing with the same issues. The second part will be devoted to philosophical and methodological issues in the studies of other religious traditions: Judaism, Confucianism, Taoism, Buddhism and African religions. We will read philosophers as well as anthropologists and sociologists such as Hegel, James Frazer, Max Muller, Max Weber, Freud, Wilfred Smith, Robert Bellah, Mark Taylor, and Richard Bernstein. 3 hrs.lect. **PHL CMP**

PA 233 Aesthetics (Not offered 2002-03)
Contemporary and historical readings will be used to examine problems in the philosophy of art. We will consider a variety of theories of art, focusing especially on the debate between representational and expression theories, and twentieth-century critiques of the expression theory. Central questions will include: What is involved in the interpretation of artworks, and what is aesthetic meaning? Can art be a source of knowledge? What is the relation between the artist and society? Should art have amoral purpose? We will draw on the work and writing of artists such as Alberti, Van Gogh, and Kandinsky. Philosophical readings from Plato, Aristotle, Nietzsche, Croce, Freud, Langer, Heidegger, and others. 3 hrs.lect. **PHL EUR**

PA/WG 234 Philosophy and Feminism (Not offered 2002-03)
This course will examine the contributions of various feminists and feminist philosophers to some of the central problems of philosophical methodology, epistemology, philosophy of science, metaphysics, and ethics. Are there gendered assumptions in operation in the way particular philosophical problems are framed? For example, do the politics of gender contribute to accounts of objective knowledge and rationality? Are some philosophical perspectives better suited to the goals of feminism than others? We will also examine the general relationship between feminism and philosophy, and we will reflect on the relevance of theorizing and philosophizing for feminist political practice. (area 1) 3 hrs.lect. **PHL CMP**

PA/HI 237 Chinese Philosophy (Fall)
Please see Department of History listings for description. **HIS PHL OTH AAL** (D. Wyatt)

PA 250 Early Modern Philosophy (Spring)
In seventeenth century Europe, ideas in natural philosophy, theology, political philosophy, metaphysics and epistemology all underwent radical transformation. As the principles and methods of modern science were fashioned, new perspectives were explored, often by the same thinkers, on questions concerning method, the possibility of certain knowledge, the nature of physical reality, the existence of God, and the foundations of morality and the state, with a depth and originality seldom rivaled. Rather than try to cover all this terrain, in this course we will be concentrate on the views of a few thinkers in depth: Descartes, More, Spinoza, Clarke, Newton and Leibniz. 3 hrs. lect. **PHL HIS EUR** (R. Arthur)

PA 255 Kierkegaard, Marx, and Nietzsche (Not offered 2002-03)
This course will investigate the works of three of the central philosophical and cultural critics of the nineteenth century. All of these thinkers revolted against the apotheosis of Reason that had occurred in the Enlightenment and that reached its culmination in the works of Hegel. We shall read Kierkegaard's *Either/Or, Philosohical Fragments*, and *Concluding Unscientific Postscript*; Marx's early essays criticizing Hegel, the *Economic and Philosophic Manuscripts of 1844*, and other selections concentrating on Marx's philosophical views, not his economic analysis; and Nietzsche's *The Birth of Tragedy*, *The Use and Abuse of History*, *Thus Spoke Zarathustra* (selections), and *The Genealogy of Morals*. 3 hrs.lect. **PHL HIS EUR**

PA/HI 273 Confucianism (Spring)
Please see Department of History listings for description. **HIS PHL OTH AAL** (D. Wyatt)

PA 302 Philosophy of Plato (Not offered 2002-03)
In this class, we will explore the significance, influence, and development of Plato's thought, paying special attention to the form of the dramatic dialogue and topics such as Platonic love, rhetoric and politics, learning and recollection, and the theory of forms. We will begin with the early period (dialogues such as the *Meno* and the *Apology*) focused on the historical figure of Socrates, continue to the middle period (*Symposium, Republic*), in which Plato develops his own distinctive views; and conclude with the later period (*Philebus, Parmenides*) in which Plato suggests a critique of Socrates and his own earlier positions. (Previous course in philosophy or waiver.) 3 hrs.lect. **PHL EUR**

PA 303 Philosophy of Aristotle (Spring)
In this class we will explore both the original breadth and the contemporary relevance of Aristotle's thought. We will read a diverse selection of his writings, beginning with ethical and political works, continuing to works on aesthetics, psychology, and nature, and concluding with logical and ontological works. We will ask why Aristotelian virtue ethics in particular has enjoyed a recent renaissance and generated special interest in Aristotle's ideas about the ethical role of friendship, the perceptive power of the emotions, and the different kinds of intelligence. (Previous course in philosophy or waiver.) **PHL HIS EUR** (M. Woodruff)

PA 309 Schopenhauer and Eastern Philosophy (formerly PA 409) (Not offered 2002-03)
Unlike Kant, Arthur Schopenhauer (1788-1860) takes the underlying reality of phenomena to be knowable as what we are, i.e., to be the will. The world is the expression of the will, which is essentially a primordial, ungrounded and

blind force. In this course we will study how Schopenhauer was led to his characteristic doctrine of pessimism, the view that our existence is purposeless and meaningless, by his analysis of our daily experience, its transitoriness, and the inevitability of death. We shall also be examining how this led him to a new appreciation of Indian philosophy, particularly Brahmanism and Buddhism. **PHL CMP**

PA 311 Philosophy as a Way of Life: Eastern And Western Perspectives (Not offered 2002-03)

In recent years Michel Foucault, Stanley Cavell, Pierre Hadot, and Alexander Nehamas have argued that in Greco-Roman antiquity and early Christianity, philosophy was regarded not primarily as a theoretical discipline, but as an art of living or a way of life. This seminar will examine the idea of the philosophical life in both contemporary and historical-comparative contexts. We will read recent works by Foucault, Cavell, Hadot and Nehamas, and classic texts in the West by Plato, Epictetus, Marcus Aurelius, Montaigne, Emerson, and Nietzsche, as well as texts in the East by Mencius, Zhuangzi, and Buddhist philosophers. We will also read some literary works dealing with the same issue. **PHL HIS OTH CMP**

PA/HI 319 Readings in the Philosophy of History (formerly PA 231) (Not offered 2002-03)

Please see Department of History listings for description. **HIS PHL EUR**

PA 321 The Good Society (Not offered 2002-03)

One of the central questions in social and political philosophy is "Under what condition can a society be regarded as a good society?" In this seminar we shall examine the idea of a good society from historical and normative perspectives, focusing on how to justify our social/cultural criticism of a society. We shall read works by theorists such as Hegel, Stanley Cavell, Hannah Arendt, Charles Taylor, Rorty, Sen, Nussbaum, Bellah, Michael Walzer, and Foucault, as well as social critics such as Nietzsche, Emerson, Orwell, Simone de Beauvoir, Lionel Trilling, Irving Howe, and James Baldwin. Students will also practice social criticism by writing essays. (area 1) 3 hrs. disc. **PHL SOC OTH NOR**

PA 323 Wittgenstein's Philosophy (Not offered 2002-03)

In this course, we shall trace the development of the views of one of the twentieth century's most important philosophers, Ludwig Wittgenstein. We shall begin with the roots of Wittgenstein's early philosophy in the logical analysis of Frege and Russell. This early philosophy culminated in the publication of Wittgenstein's *Tractatus Logico-Philosophicus*, a strange and fascinating work. Wittgenstein's later philosophy as presented in his *Philosophical Investigations* will be the main focus of the course; it is a work which has had a decisive influence on much of contemporary philosophy of language and philosophy of mind in the analytical tradition. We shall consider some contemporary interpreters of Wittgenstein, including Stanley Cavell. (Previous course in philosophy or waiver) **PHL**

PA 351 Theory of Knowledge (Not offered 2002-03)

What is knowledge, and what, if anything, can we know? What is the difference between knowledge and opinion, and how can we justify our knowledge claims? Many have understood epistemology as forming the core of the discipline of philosophy. Plato's Theaetetus will set the stage for our investigation of the many problems and themes of epistemology. Our investigations will cover a variety of historical and contemporary approaches, including versions of scepticism, foundationalism, coherentism, and naturalized epistemology. Finally, we will consider the role of epistemology within philosophy today, given the numerous challenges it faces from both inside and outside of philosophy. (Previous course in philosophy or waiver) **PHL**

PA 352 Philosophy of Mind (Not offered 2002-03)

What is the nature of the mind, and how does it relate to the body and the physical world? Could computers ever think? Do animals have mental and emotional lives? This course will explore several of the major recent philosophical conceptions of the mind. A central focus will be on evaluating various attempts to explain the mind in purely physical terms, including the project of artificial intelligence (AI). Can these theories give us a complete understanding of the mind? Other key questions will include: What is the nature of thought, and how is it capable of representing the world? What is consciousness, and can it be explained physically? 3 hrs.lect. **PHL**

PA 354 Philosophy of Language (Not offered 2002-03)

Language is central to human activity. Its primary role is in communication, but we also use it to engage in countless other kinds of social interaction. The philosophy of language seeks to describe and explain the properties that enable language to play its extraordinarily important role in people's lives, and to explain what is involved in understanding a language. Topics to be discussed include theories of meaning, reference and truth, transformational grammar, linguistic competence, the innateness debate, and language and thought. (PA 180 or by approval of the instructor) **PHL**

PA 355 Issues in the Philosophy of Time (Not offered 2002-03)

An investigation of some deep-rooted problems concerning time, some of them perennial—Can there be time in the absence of change? Is becoming real or just a perceptual illusion? Is time continuous or discrete? —some of them of more recent origin—Is time travel possible? What is responsible for the arrow of time? These issues will be examined both in historical context and in relation to modern science and philosophy. Students should be prepared to engage in serious study in the history of physics and philosophy in an effort to illuminate these vexing and exciting issues. (Some background in philosophy or natural science; PA 180 is recommended) (area 4) **PHL**

PA 356 Philosophy and the Environment (Fall)

In this course, we will examine several environmental issues from a philosophical perspective. We will be interested in what arguments can be provided to support particular views, but more important, we will try to identify the deep philosophical issues that underlie particular debates. For example, what is the basis for our determinations of value? We will also examine the challenges that large scale environmental issues present for particular philosophical theories. For example, how well can particular ethical theories handle certain environmental problems? Topics may include animal rights, wilderness preservation, biodiversity, attitudes toward nature, over-population, and economic arguments for the protection of the environment. (Previous course in philosophy or waiver) 3 hrs.lect. **PHL** (H. Grasswick)

PA 361 Philosophy of Neuroscience (Spring)

Philosophy of neuroscience is a newly emerging area of research that is generating novel accounts of consciousness, perception, memory, reasoning, language, and personal identity. This course will be conducted as a workshop/seminar and will focus on the following sorts of questions: what is neuophilosophy, what does neuroscience tell philosophers about the "self", what is the relationship between the brain and consciousness, is neuroscience relevant to ethics, and how does the brain "represent" objects in the world? Readings will be taken from contemporary journal articles in both philosophy and neuroscience. (area 4) **PHL** (E. Ennen)

Seminars

The department offers a junior and a senior seminar each year for its majors, open to other qualified students with a waiver. (See above "Seminar Requirement" for majors.) Topics are determined by the instructors. Some recent topics (which may or may not be offered again) are listed below.

PA 406 Responsibility (Spring)

Moral responsibility is considered one of the defining features of personhood: persons, unlike nonpersons (such as animals, objects, and possibly, some human beings) are moral agents and can be held accountable. We will look in depth at how philosophers have analyzed moral responsibility. What are the necessary conditions of moral responsibility? What role does free will play? Is moral responsibility distinguishable from the ideas of praise and blame? We will also examine attempts to expand the concept of responsibility beyond individuals by considering whether and how we share responsibility for the harms perpetrated by our communities. (H. Grasswick)

PA 408 The Enlightenment and Its Critics (Not offered 2002-03)

Inspired by the scientific revolution of Descartes and Newton, and the political and epistemological writings of Locke, Enlightenment philosophy was a concerted attempt to replace the old theological/political order with one based on scientific reason and human rights. Though still a dominant view today, it has come under increasing attack from critics who blame it for many contemporary woes, from scientism to the holocaust. In this seminar we will try to throw light on these matters by studying the writings of several eighteenth century thinkers, particularly Voltaire, Rousseau, and Diderot, and (post)moderns such as Horkheimer, Habermas, and Foucault. (Philosophy majors, others by permission of the instructor) (area 3) **PHL EUR**

PA 411 Kant (Not offered 2002-03)

This course will concentrate on a careful reading of Kant's *Critique of Pure Reason* concentrating on the issue of the nature and limits of knowledge. However, we shall also discuss some of Kant's views on morality. (area 3)

PA 414 Overcoming Relativism and Nihilism: The Quarrel Between Philosophy and History (Not offered 2002-03)

This seminar explores the quarrel between philosophy and history, which is often perceived as a quarrel between the belief that there exist universal, timeless truths (universalism) and the belief that there is nothing but history—contingent, ever-changing, radically different human interests and opinions (historicism). Our goal is to challenge the popular assumption that historicism must imply relativism and nihilism. Following Strauss and Gadamer, we shall apply historicism to itself. We shall read philosophers who take history seriously but also try to overcome relativism or nihilism, such as Nietzsche, Heidegger, Strauss, Oakeshott, Berlin, Williams, Bernstein, and certain Asian philosophers such as Nishitani Keiji, Laozi, Zhuangzi, Xunzi, Wang Fuzhi, and Zhang Xuecheng. This class is for junior and senior Philosophy majors; *by approval* for non-majors. 3 hrs.lect.

PA 416 Contemporary Aesthetics (Not offered 2002-03)

This seminar will consist of a careful reading of the works of some of the most important writers on topics in aesthetic theory, including Nelson Goodman, Arthur Danto, Stanley Cavell, and Richard Wollheim.

PA 417 The Philosophy of Cognitive Science (Not offered 2002-03)

Are all empirical statements hypotheses? If there are any such things as the raw data of experience (any such things as, that is, the given), and if there exist statements describing the given and only the given, then these statements, unweighted by theoretical baggage, "upon reflection appear credible independent of any argument in their favour" (Russell). These are empirical statements which are not hypotheses! We will examine the rise and fall of the given in twentieth-century epistemology and metaphysics. Luminaries studied will include the early Wittgenstein, Carnap, Lewis (C.I.), Quine, Sellars, and Rorty. Required of senior majors. **PHL**

PA 418 Nietzsche and Greek Thought: Tragedy and Philosophy (Not offered 2002-03)

This seminar explores the profound influence Greek thought wielded upon Nietzsche. We will focus on

Nietzsche's understanding of the complex relation between tragedy and philosophy: Greek tragedy is born out of the spirit of music and the twin deities of Apollo and Dionysus; it dies under attack from Socratic rationalism; but it reemerges when philosophy reaches its limits and yields to a tragic insight, as exemplified by the "music-making Socrates." We will ask how this artistic Socrates relates to Nietzsche's own tragic hero, Zarathustra, and why tragedy affirms life and overcomes pessimism. Readings selected from Aeschylus, Sophocles, Euripides, the Pre-Socratics, Plato, Aristotle, and Nietzsche. (Required of senior majors; open to others by waiver, please see department chair.) 3 hrs.lect. **PHL EUR**

PA 419 Consciousness (Not offered 2002-03)
This seminar will focus on recent philosophical and neurophilosophical work on consciousness. We will read key foundational articles by such authors as Searle, Jackson, Nagel, Dennett, Flanagan, the Churchlands, and Chalmers. Our topics are likely to include the nature and function of qualia, the explanatory gap, methodological challenges in the study of consciousness, and the neural correlate of consciousness. Readings will consist of journal articles in philosophy and cognitive neuroscience. (*Approval required*)

PA 420 Love and Friendship in Greek Thought (Not offered 2002-03)
In this seminar we will examine the special role the ancient Greeks gave to love and friendship in the cultivation of the soul and the vision of the good life. Readings include: Plato's *Symposium* and *Phaedrus* on transforming physical eros into metaphysical; Aristotle's *Nicomachean* Ethics Books 8 and 9 on friendship as parallel to justice and on the friend as "another self;" and Sophocles's *Antigone* on the tragic denial of love and friendship. **PHL EUR**

PA 421 Social Epistemology (Not offered 2002-03)
Recently, philosophers have begun to consider the social dimensions of knowledge, asking such questions as: To what degree do we rely on testimony for knowledge? To what extent do social norms play a role in the justification of knowledge claims? Are knowers best thought of as individuals or communities? How do relations of power influence how and what we know? We will investigate just such questions, as we examine various directions taken by social epistemology, and note the influences of philosophy of science, naturalized epistemology, and feminist philosophy. We will also consider the challenges social epistemology presents to our understandings of knowledge. (Required of junior majors; open to others by waiver) **PHL**

PA 422 Mind and World (Fall)
Does reality exist independently of the mind (realism), or is it dependent on the minds that know it (idealism)? We will examine the debate between realism and idealism both historically and in contemporary thought. After a careful examination of the influential forms of idealism proposed by Kant and Hegel, we will focus on recent debates concerning these issues. Beginning with Wittgenstein's Philosophical Investigations, an important movement in contemporary philosophy has sought to move beyond the traditional dichotomy between realism and idealism by formulating a new conception of realism in which the world itself is reinvested with subjective characteristics such as values, and subjects are immediately in touch with reality. We will seek to evaluate these proposals and consider other contemporary alternatives to them. Readings in the latter part of the course will include works by *Wittgenstein, Davidson, Rorty, Putnam, Nagel,* and *McDowell.* (Required for senior majors, open to others by waiver) (J. Spackman)

PA 500 Independent Study (Fall, Winter, Spring)
Supervised independent research in philosophy. Admission by approval.

PA 700 Senior Research for Honors Candidates (Fall, Winter, Spring)
(See under departmental honors above.)

PHYSICAL EDUCATION AND ATHLETICS

Physical education is a *degree requirement.* The physical education program concentrates on lifetime sports, so that all students leave Middlebury College with exposure to sports or recreational activities in which they have developed a degree of skill and interest, which will be an asset to them in later years. Each course carries one unit of physical education credit, with the exception of beginning swimming for nonswimmers, which can be taken during the first year for two units of credit.

Before graduation, students must complete two different courses to receive the required two credits. Students are encouraged to complete the credits by the end of their fourth academic semester at Middlebury (excluding winter term). In the case of transfer students, students are encouraged to complete the requirement by the end of their second semester at Middlebury. Students who have not completed their requirement by the second semester of their senior year will not be eligible to graduate.

Students may use participation on varsity and junior varsity intercollegiate teams as a way of satisfying the physical education requirement. No more than one of the two physical education credits may be earned from participation in a single sport. Two-sport athletes may satisfy both physical education credits through participation on varsity and junior varsity intercollegiate teams.

The Physical Education department also recognizes participation in five clubs sports. The five club sports that can receive a physical education credit are rugby, crew, water polo, men's squash and cricket, which have a coach on site for practices and games. In order to receive a physical education credit, students must participate in three seasons of crew and one full season of rugby, water polo, men's squash and cricket. Each of these club sports will equal one Physical Education credit.

Students who wish to elect additional courses beyond those required for graduation may register with the department for the appropriate season and be scheduled for classes on a space-available basis. The courses and activities follow:

Certification Courses (textbook and related fee applicable): lifeguard training, C.P.R., first aid.

Special Lessons (fees apply): aerobics, alpine skiing, kickboxing, martial arts, massage, horseback riding, scuba, nordic skiing, tai chi and yoga. Instructors outside of the College generally teach these courses. The fees and times are circulated to the students prior to each P.E. session.

Equipment Sports (students provide equipment): cycling, figure skating, tennis.

More Equipment Sports (department provides equipment): archery, badminton, fencing, golf, and squash.

Conditioning Courses: weight training, general conditioning, circuit training, swimming for conditioning, and fitness carnivals.

Dance Courses (as available): varying levels of ballet, jazz, and modern dance (TH 160, TH 161, TH 162, TH 260, TH 261, TH 276, TH 360, TH 361, TH 380, TH 381).

Special Departmental Course Offerings (as available): When offered, information on these courses will be available during the registration period for the season concerned.

Beginning Swimming for Nonswimmers: It is strongly recommended that students who cannot swim take this course in their first year. Students identified as nonswimmers may earn two physical education credits if they take beginning swimming and become able to swim 25 yards and tread water for five minutes by the end of the first year. The physical education department will provide individual lessons, if necessary, and will allow the student to repeat the course throughout his or her first year.

The department schedules two seasons of instructional courses in the fall and spring terms and one season in the winter term. Registration is on a first-come, first-served basis and is open to students electing courses on a space-available basis. Students unaware of their physical education record should check with the department secretary in the Field House to ensure completion of their program prior to graduation. Applications for transfer credit must be made in advance, following College procedure for academic credit transfer. The Dean of Student Affairs Office processes credits from transcripts for students transferring to Middlebury.

All requests for medical waivers must come from the student's physician. Injuries and illnesses suffered on campus will be considered as exceptions to the previous statement and will be handled by the College health center.

SEASON DATES

September 16 - October 18, 2002
October 28 - December 6, 2002
January 6 - January 31, 2003
February 10 - March 14, 2003
March 31 - May 2, 2003

PHYSICS

Professors: Jeffrey Dunham (chair), Robert Prigo, Stephen Ratcliff, P. Frank Winkler (on leave, spring), Richard Wolfson; *Assistant Professors:* Noah Graham, Susan Watson.

Physics is the fundamental science; it leads to our most basic understanding of the natural world and of human technological achievements. The physics program at Middlebury is designed to integrate physics into the liberal arts curriculum, as well as to provide challenging courses and research opportunities for students majoring in physics. Courses and student research activities in astronomy are also part of the physics program.

Course offerings reflect the needs of three categories of students: (1) those majoring in physics; (2) those majoring in another science who need a basic introduction to physics and the analytical skills it provides; and (3) those majoring in areas outside the sciences, who seek to explore the concepts of physics with a minimum of mathematics.

Courses designed especially for nonscience students are PH 155 (Introduction to the Universe), PH 101 (Physical Reality and Human Thought), and first-year student seminars. Students majoring in the sciences, and others who desire a more analytical approach to physics, usually take the two-semester introductory physics sequence PH 109-110. In addition, they may elect more advanced courses at the 200 level.

Students in premedical and other programs requiring two semesters of physics should take PH 109-110; other 100-level physics courses are not acceptable.

For those majoring in physics, we offer a broad range of courses that emphasize a variety of topics in physics while building both theoretical understanding and experimental skills. Middlebury physics majors apply their education in a wide variety of careers. Some pursue graduate work in physics and related fields. Others find their physics degrees valuable in engineering, medicine, business, law, teaching, government service, and other pursuits. The physics program is designed to encourage both those intending advanced study in physics and those for whom formal work in physics will end with the Middlebury degree.

The physics department encourages its majors to study abroad to gain experience at international research facilities, learn different national styles of scientific thinking, improve language proficiency, and pursue academic interests outside of physics. Upper level physics courses taken abroad may be eligible for physics course credit upon approval of the department chair; students are strongly encouraged to obtain this approval before going abroad.

Physics majors who are interested in obtaining high school physics teaching certification need to notify the Teacher Education Program preferably no later than the middle of their sophomore year. They should also contact Professor Prigo, the physics department's teacher education affiliate.

Required for the Major in Physics: The major program consists of eight required physics courses: PH 109, PH 110, PH 201, PH 202, PH 212, PH 301, PH 321, and the winter term course PH 111 offered each year and serving as a bridge between PH 109 and PH 110; a minimum of two electives; and the senior program. Electives may be chosen from physics courses at the 200 level and above except that one course from the following list may be substituted: MA 300, MA 302, MA 324, MA 431, CX 214, CX 223, GL 382, CH 351, CH 352, PA 355. Mathematics at least through the level of MA 113 is also required; this requirement may be satisfied either at Middlebury or through appropriate pre-college courses in calculus. Independent study courses such as PH 500 may not be used for elective credit. In addition to the courses listed below, courses that satisfy the elective requirement in physics are occasionally offered during the winter term.

Prospective majors must begin the physics sequence no later than the sophomore year. Starting in the first year allows more flexibility in the choice of courses and thesis topics.

Students planning graduate work in physics should elect as many as possible of PH 221 (Electronics for Scientists), PH 330 (Analytical Mechanics), PH 350 (Statistical Mechanics), and PH 401 (Quantum Mechanics). In addition, MA 200 and MA 201 are strongly recommended for those anticipating graduate study. Most physics majors will find computer programming skills through the level of CX 214 extremely valuable.

Senior Program: The major program culminates with a two-unit senior thesis. The thesis involves a significant piece of experimental or theoretical research. Thesis topics in recent years have included work in astrophysics, laser spectroscopy, biophysics, holography, high-temperature superconductivity, ultrasonics, plasma physics, and nuclear magnetic resonance.

Departmental Honors: A minimum grade average of B in physics courses is required of all honors candidates. Honors in physics are awarded primarily on the basis of excellent senior thesis work. A student's overall accomplishments in the department, including course work, teaching assistantships, and leadership are also considered in the awarding of honors.

Required for the Minor in Physics: The minor in physics consists of at least five courses, two of which must be PH 109 and PH 110. At least one of the others is to be chosen from among PH 201 and PH 202; any two additional PH courses, including those offered during winter term, complete the minor.

Pre-Engineering: Some students study physics with the intent of eventually doing engineering, either through a 3-2 program or in graduate school. Students who pursue a physics major en route to a 3-2 engineering degree should take the same six-course introductory sequence outlined above, one elective course in physics, and CX 121. Four-year pre-engineering students take the normal physics major and choose electives in consultation with Mr. Winkler, the pre-engineering adviser.

Advanced Placement: Students who seek advanced placement in physics should take the College Board AP examinations. Credit for PH 109 and/or PH 110 is given to students who achieve a score of 4 or 5 on the Physics C: Mechanics and/or Physics C: Electricity and Magnetism examination, respectively. One AP credit is given to students who take the Physics B examination and achieve scores of 4 or 5, but such students are advised to begin their study of physics with PH 109.

PH 101 Physical Reality and Human Thought (Spring)

This course for nonscience students will explore major ideas that shape our understanding of physical reality. The course will focus on the developments of modern physics, particularly relativity and quantum theory. The physical content of these ideas will be emphasized in a nonmathematical way, and their philosophical implications discussed. Tracing the historical development of physical theories will convey a sense of the evolutionary and revolutionary aspects of scientific progress. The course concludes with contemporary attempts to understand the evolution of the universe in terms of the most fundamental physical principles. (Not open to students who have completed PH 201.) 3 hrs. lect., 1 hr. disc. **SCI DED** (R. Wolfson)

PH 104 Chaos, Complexity, and Self-Organization (Not offered 2002-03)

Many observers believe a major paradigm shift has occurred throughout the natural sciences in recent years. The strict determinism of the Newtonian world view is giving way to an outlook that emphasizes the fundamental significance of open, evolving, complex systems. This course explores recent work on chaos, fractals, complexity, and self-organization, exploring the impact of these new ideas on the conceptual foundations of the social sciences and humanities, as well as the natural sciences. Although the course is largely nonmathematical, students should be willing to use elementary high school algebra on occasion. Not open to students who took FS 030 during fall 2000. 3 hrs. lect. **SCI DED**

PH 109 Newtonian Physics (Fall, Spring)

This course examines motion as it occurs throughout the universe. Topics covered include inertia, force, Newton's laws of motion, work and energy, linear momentum, collisions, gravitation, rotational motion, torque, angular momentum, and oscillatory motion. Emphasis is on practical applications in physics, engineering, the life sciences, and everyday life. Laboratory work and lecture demonstrations illustrate basic physical principles. (Students in PH 109 should be enrolled concurrently in MA 112 or have completed a high school or college calculus course.) 3 hrs. lect., 3 hrs. lab. **SCI DED** (S. Watson)

PH 110 Electricity and Magnetism (Spring)

The physical principles of electricity and magnetism are developed and applied to the electrical structure of matter and the electromagnetic nature of light. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PH 109, MA 112, or by waiver; MA 113 is a corequisite) 3 hrs. lect., 3 hrs. lab. **SCI DED** (N. Graham)

PH 111 Thermodynamics, Fluids, Wave Motion, and Optics (Winter)

This lecture and laboratory course covers concepts from classical physics which are not included in PH 109 and PH 110, and serves as a bridge between those two courses. Topics include thermal properties of matter, thermodynamics, fluid mechanics, wave motion, sound, and geometrical and physical optics. This course is strongly recommended for all students otherwise required to take PH 109 and PH 110 as part of a major or of a premedical program, and is required for physics majors. (PH 109 or equivalent) **SCI DED** (S. Ratcliff)

PH 155 An Introduction to the Universe (Fall)

Our universe comprises billions of galaxies in a rapidly expanding fabric. How did it begin? Will it expand forever, or how may it end? How do the stars that compose the galaxies evolve from their births in clouds of gas, through the tranquility of middle age, to their often violent deaths? How can scientists even hope to answer such cosmic questions from our vantage point on a small planet, orbiting a very ordinary star? Are there other planets, orbiting other stars, where intelligent beings may be doing the same thing? This introductory astronomy course, designed for nonscience majors, will explore these and other questions. Students will also become familiar with the night sky, both as part of our natural environment and as a scientific resource, through independent observations and sessions at the College Observatory. (Students may not receive credit for both PH 155 and PH 165.) 3 hrs. lect., 2 hrs. lab./disc. **SCI DED** (F. Winkler)

PH 165 Physics in the Universe (Fall)

This introduction to the phenomena and physical principles of the universe follows a similar syllabus to that of PH 155, but with an added emphasis on analytical material. Principles of Newtonian mechanics are applied to the motions of planets, stars, and galaxies; statistical techniques help in understanding structures ranging from the interiors of stars to clusters of galaxies; and quantum principles are used to understand the radiation we receive from cosmic sources and the physical processes at work there. 3 hrs. lect., 3.5 hrs. lab./disc. (PH 109 or equivalent) (Students may not receive credit for both PH 155 and PH 165.) **SCI DED** (F. Winkler)

PH 201 Relativity and Quantum Physics (Fall)

This course probes a number of areas for which classical physics has provided no adequate explanations. Topics covered include Einsteinian special relativity, quantization of atomic energy levels and photons, the atomic models of Rutherford and Bohr, and wave-particle duality. (PH 110, MA 113) 3 hrs. lect. **SCI** (S. Ratcliff)

PH 202 Quantum Physics and Applications (Spring)

This course introduces quantum theory and statistical mechanics, and explores the Heisenberg uncertainty principle, the Schrödinger wave equation, and wave mechanics. These techniques are then applied to atomic, molecular, nuclear, and elementary particle systems. (PH 201; concurrent or prior PH 212 strongly suggested) 3 hrs. lect. (S. Watson)

PH 212 Applied Mathematics for the Physical Sciences (Spring)

This course concentrates on the methods of applied mathematics used for treating the partial differential equations that commonly arise in physics, chemistry, and engineering. Topics include differential vector calculus, Fourier series, and other orthogonal function sets. Emphasis will be given to physical applications of the mathematics. Both analytic and numerical methods are employed. This course is a prerequisite for all 300- and 400-level physics courses. (MA 113, or by waiver; PH 110 is a corequisite) 4.5 hrs. lect. **DED** (S. Ratcliff)

PH 221 Electronics for Scientists (Fall)

An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical use. Transistors and integrated circuits are considered in both analog and digital applications. Examples and laboratory experiments stress measurement and control applications in the physical and biological sciences. Students will gain hands-on familiarity with the design, use, and troubleshooting of electronic instrumentation. (PH 110 or by waiver) 3 hrs. lect., 3 hrs. lab. **SCI** (R. Wolfson)

PH/ES 240 Global Climate Change (Fall)

See Program in Environmental Studies for description. **SCI DED** (R. Wolfson)

PH 261 Observational Astronomy and Data Analysis (Spring)

An introduction to the concepts and techniques of acquiring and analyzing astronomical data, including celestial coordinates, digital image processing, statistical analysis, photometric systems, and spectroscopy. The College Observatory telescopes and CCD camera systems will be used extensively in laboratory work. (PH 110 and PH 165, or by waiver) 3 hrs. lect., 3 hrs. lab. **SCI** (S. Ratcliff)

PH 301 Intermediate Electromagnetism (Fall)

The unified description of electricity and magnetism is one of the greatest triumphs of physics. This course provides a thorough grounding in the nature of the electric and magnetic fields and their interaction with matter. Mathematical techniques appropriate to the solution of problems in electromagnetism are also introduced. The primary emphasis is on static fields, with the full time-dependent Maxwell equations and electromagnetic waves introduced in the final part of the course. (PH 212) 3 hrs. lect. (N. Graham)

PH 302 Electromagnetic Theory (Not offered 2002-03)

Maxwell's theory of the electromagnetic field provides the basis of our understanding of the nature of light, radio waves, infrared radiation, X-rays, and other forms of electromagnetic radiation. This course examines the behavior of electromagnetic waves starting from Maxwell's equations—the fundamental laws of electromagnetism. Topics include wave propagation in different materials; reflection and refraction at interfaces; applications in communications, optics, and other fields; and relativistic electrodynamics. (PH 301)

PH 321 Experimental Techniques in Physics (CW 10) (Fall)

This course will cover the design and execution of experiments, and the analysis and presentation of data, at an advanced level. Laboratory experiments will be chosen to illustrate the use of electronic, mechanical, and optical instruments to investigate fundamental physical phenomena, such as the properties of atoms and nuclei and the nature of radiation. Skills in computer-based data analysis and presentation will be developed and emphasized. This course satisfies the College writing requirement for students who so desire. (PH 201, PH 202, PH 212, or by waiver) 3 hrs. lect., 3 hrs. lab. (J. Dunham)

PH 330 Analytical Mechanics (Spring)

An intermediate-level course in the kinematics and dynamics of particles and rigid body motion. The topics will include: analysis and application of Newton's law of mechanics; the concepts of work, energy, and power; energy conservation; momentum and momentum conservation; torque, angular momentum, and angular momentum conservation; oscillatory motion; and central-force motion. Lagrange's and Hamilton's formulations of classical mechanics will be introduced with emphasis placed on developing lasting problem-solving strategy and techniques. (PH 109, PH 212 or by waiver) 3 hrs. lect. (J. Dunham)

PH 350 Statistical Mechanics (Fall)

The course opens with a review of classical thermodynamics and continues with an examination of the fundamental concepts of probability, statistics, and distribution functions. These opening remarks are followed by in-depth discussion of the concepts of energy, energy quantization, and the application of these concepts to the modeling of macroscopic systems. The remainder of the course is a study of statistical mechanics and its application to a variety of classical and quantum systems. Topics covered include statistical thermodynamics, Maxwellian distributions, imperfect gases, equipartition theorem, quantum statistics, heat capacities of solids, radiation, and ideal quantum gases. (PH 202 or by waiver) 3 hrs. lect. Offered in alternate years. (J. Dunham)

PH 360 Topics in Contemporary Physics (Not offered 2002-03)

This course explores an area of current interest in physics. Topics vary from year to year, depending on faculty and student interest. The emphasis is on thorough exploration of a contemporary field of physics accessible to students with an intermediate undergraduate physics background. Students will be consulted before selection of the course topic, and a detailed description will be provided before fall term registration. (PH 202, PH 212; additional prerequisites may be imposed.)

PH 401 Quantum Mechanics (Spring)

A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schrödinger equation, one dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 202, PH 212) 3 hrs. lect. (J. Dunham)

PH 402 Advanced Quantum Mechanics (Not offered 2002-03)

This course will emphasize realistic atomic and nuclear structure calculations using the techniques of perturbation theory and angular momentum coupling. A major goal is complete calculations of fine structure, hyperfine structure and the Lamb shift for the hydrogen atom in the presence of perturbing fields. The electromagnetic field is quantized and used to calculate transition rates and angular distributions for simple radiating systems. Nuclear magnetic resonance and blackbody radiation will receive extended treatment. (PH 302 and PH 401)

PH 500 Independent Study and Special Topics (Fall, Winter, Spring)

(Approval required) (staff)

PH 705 Senior Research and Thesis (Fall, Winter, Spring)

Independent research in the fall, winter, and spring terms culminating in a written thesis (two units total). *(Approval required)* (staff)

POLITICAL SCIENCE

Professors: Eric Davis (Secretary of the College), Charles A. Dana Professor: Murray Dry (on leave academic year), Christopher McGrory Klyza, Frederick C. Dirks Professor of Political Science: Michael Kraus, James Jermain Professor of Political Economy and International Law: Russell Leng (on leave Fall 2002), George Nye and Anne Walker Boardman Professor of Mental and Moral Science: Paul Nelson, David Rosenberg (chair), *Distinguished Visiting Professor:* Walker Connor, *Associate Professors:* Jeffrey Cason, Matthew Dickinson, Allison Stanger, Mark Williams; *Assistant Professors:* Erik Bleich, Judith Layzer, Saadia Pekkanen; C.A. Johnson Fellow in Political Philosophy: Kateri Carmola. *Luce Junior Fellow in Asian Studies and Instructor:* Robert Pekkanen; *Visiting Instructor:* Nadia Horning.

Political Science defines, describes, explains, and evaluates political phenomena, such as war and peace, voting and office holding, and crime and punishment. Consequently our course requirements include one that concentrates on classic texts in political philosophy, one that involves a study of different kinds of governments in the world today, one that concentrates on politics among nations, and one that studies American government. The curriculum is designed to depict in use a number of the elements of the liberal arts and sciences, to meet the demands of thoughtful citizenship, and to prepare those students who intend to pursue further work in either graduate or professional school.

Course offerings are divided into four fields: Political Theory, American Politics, Comparative Politics, and International Relations and Foreign Policy. We normally offer students a choice of four different introductory courses (all 100-level courses and PS 201). We also offer an introductory course in Environmental Policy (PS 211), which is a required course in the Environmental Studies Program. In addition, all 200-level courses have no prerequisites and are open to students of all classes.

Given the range of the subject matter and the variety of approaches to the study of politics represented in this department, it is not surprising that faculty are involved, formally and informally, in related majors and programs: international studies, environmental studies, international politics and economics, Latin American studies, European studies, East Asian studies, Russian and East European studies, and classical studies. We encourage our students to study abroad, especially in a foreign language. Students planning to spend all or part of the junior year abroad should consult with the department before the second semester of the sophomore year.

Our students also participate in American University's Washington Semester (see Professor Matthew Dickinson), in the activities of the Pre-Law Society (consult with Professor, Murray Dry, Pre-Law Adviser), the Middlebury Model United Nations Club (Professor Mark Williams, Faculty Liaison), and the Center for International Affairs (Professor Allison Stanger, Director). (For a description of the activities sponsored by the Center, see International Affairs at Middlebury College section.) Political Science majors who are interested in obtaining teaching licensure must notify the Teacher Education Program by the middle of their sophomore year. They should also contact Professor Murray Dry, the Political Science Department's teacher education affiliate.

Required for the Major in Political Science: Beginning with the class of 2003, a major must take ten regular fall or spring term political science courses, including (1) PS 101 or PS 107; (2) PS 104 or PS 102; (3) PS 103; and (4) PS 201. These requirements should normally be completed before the end of the sophomore year. Among these ten courses, he or she must (5) fulfill the field distribution requirement, and (6) complete the 400-level seminar. At least seven of these ten courses, including the 400 level-seminar, must be taken at Middlebury College.

For the class of 2001 and 2002, a major must take ten regular fall or spring term political science courses, including (1) PS 101 or PS 107, and (2) PS 103. In addition, he or she must (3) fulfill the field distribution requirement, and (4) complete the 400-level seminar. The first two of these requirements should normally be completed before the end of the sophomore year.

The Field Distribution Requirement: All regular fall and spring term political science courses are classified in one of the following four fields: Political Theory, American Politics, Comparative Politics, and International Relations and Foreign Policy. Students must take two courses in any three of these fields and one course in the fourth field.

PS 103 Bypass Option: Advanced students may take PS 230 or PS 324 to fulfill the PS 103 requirement, with permission of the instructor of the course the student will take in lieu of PS 103.

Senior Program: The senior program consists of a seminar of the major's choice. Each seminar includes advanced work appropriate to the field in which the seminar is offered. The seminars are the 400-level courses offered by the department. Seminars are open to juniors and seniors. Normally, the senior program requirement must be completed by taking a seminar offered by a member of the Middlebury faculty. Work done in programs abroad, at other North American colleges and universities, or in the Washington Semester program will not count as the equivalent of a Middlebury seminar. IS seminars co-taught by PS faculty cannot substitute for 400-level PS seminars but will count towards the 10 required courses in PS.

Departmental Honors: Students who elect to seek departmental honors write a thesis in the senior year. Honors candidates should initiate the process by contacting their prospective faculty advisor during their junior year. All students planning on writing a thesis normally enroll in PS 501 (Senior Honors Seminar) in the fall. An honors thesis proposal must be submitted for approval to the department prior to the term(s) in which the thesis is to be written. If the proposal is approved, the student may register for PS 505 winter term thesis and PS 700 for the spring term. After an oral examination of the completed thesis, honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis, and (2) the level of the average grade received in other fall and spring courses taken at Middlebury. Courses taken abroad do not count toward the grade point determination. Honors theses candidates will have a political science course average of at least 3.3 and a thesis grade of B+ or higher to attain honors; a political science course average of at least 3.5 and a thesis grade of A- or higher to attain high honors; and a political science course average of at least 3.7 and a thesis grade of A to attain highest honors. (For a full description of regulations, pick up a copy of Honors Theses Procedures and Regulations in Munroe 213 or check the PS web page at http://www.middlebury.edu/~ps/honors&awards.htm.)

Independent Study: Students with demonstrated preparation and proficiency in the field may elect independent study projects (PS 500). These projects are prepared under the supervision of a member or members of the department. PS 500 projects may not be substituted for the seminar requirement. PS 500 projects are reading and research courses; the department will not award PS 500 credit for political experience such as congressional internships.

Joint Majors: Students wishing to do a joint major in political science and another department or program of studies must: (1) take eight regular fall or spring term political science courses, among them (a) either PS 101 or PS 107 and (b) PS 103 and (c) either PS 104 or PS 102 and (d) PS 201; (2) take at least two courses in any two of the four fields of political science and one course in a third field; (3) complete the department's 400-level seminar; and (4) give evidence of having used the training in both major fields, usually in a seminar paper, but sometimes in an independent project or thesis. At least five courses including 400-level seminar must be taken at Middlebury College. Joint majors do not qualify for honors in political science. (Double majors are eligible.)

International Politics and Economics Major: The IP&E major allows students to combine the study of politics, economics and languages, linking these disciplines with an appropriate experience abroad. Students wishing to pursue this major should consult the catalog section on International Affairs, listed under "Interdisciplinary Programs."

International Studies Major: To specialize in political science within the IS major, students must take: (1) PS 103 and PS 201; (2) PS 101 or PS 102 or PS 104 or PS 107; (3) two other courses at the 200 or 300 level from either Comparative Politics or International Relations and Foreign Policy field; (4) a 400-level seminar from either Comparative Politics or International Relations and Foreign Policy field, which must be taken at Middlebury in the junior or senior year. IS seminars co-taught by PS faculty cannot substitute for 400-level PS seminars but will count towards the 6 required courses in PS. In addition, it is highly recommended that IS thesis candidates enroll in PS 501 (fall).

Minors in Political Science: The minor in political science will consist of five regular fall or spring term courses taken at Middlebury College, which must come from at least two of the four fields in the department. At least one of the courses must be at the 300 level or above.

Advanced Placement: A score of 4 or 5 on the College Board Advanced Placement Examination in American politics will entitle the student to exemption from PS 104; such a score may satisfy the requirement of one course in the American politics field. A score of 4 to 5 on the College Board Advanced Placement Examination in comparative politics will entitle the student to exemption from PS 103; such a score may satisfy the requirement of one course in the comparative politics field. Students exempted from PS 103 are strongly encouraged to take PS 230 or PS 324. While supplying two college credits, advanced placement in both American politics and comparative politics will substitute for only one course requirement for the political science major.

INTRODUCTORY COURSES

PS 101 Introduction to Political Philosophy (Fall)

This course focuses on some of the most important texts in the field of political philosophy. Central issues concern the relationship between politics and philosophy, types of truth and forms of power, and, generally, how a critical understanding of politics and the human condition is achieved. Specific works have included: Thucydides, *History*; Plato, *Republic*; Aristotle, *Politics,* Machiavelli, *The Prince*; Hobbes, *Leviathan*; Rousseau, *Second Discourse*; Shakespeare, *Julius Caesar,* Mill, *On Liberty*; Marx, *Communist Manifesto*, *Capital*; Nietzsche, *The Birth of Tragedy*; and essays by Weber, Arendt, and Havel. 3 hrs. lect./disc. **PHL SOC EUR** (K. Carmola)

PS 102 The American Political Regime (Not offered 2002-03))

This is a course in American political and constitutional thought. The theme, taken from de Tocqueville's *Democracy in America,* is the problem of freedom. The first half covers the American founding up through the Civil War and the "refounding." This includes de Tocqueville, Madison's Notes on the Debates in the Federal Convention, the Federalist-Anti-Federalist ratification debate, Supreme Court decisions (Marbury, McCulloch), writings of Jefferson, Calhoun, and Lincoln. The second half considers basic problems in American politics, such as race, gender, foreign policy, and education. Readings include a novel, de Tocqueville, and Supreme Court decisions (Brown, Frontiero, Roe, Casey). **SOC USA NOR**

PS 103 Introduction to Comparative Politics (Fall, Spring)

An introduction to the comparative study of political systems and to the logic of comparative inquiry. How are different political systems created and organized? How do they change? Why are some democratic and others authoritarian? Why are some rich and others poor? Other topics covered in this course include nationalism and political ideologies, forms of representation, the relationship between state institutions and civil society, and development strategies. In this course students will also learn how to describe, classify, compare, and evaluate governments using modern library and computer-based research methods. 3 hrs. lect./disc. **SOC CMP** (fall: D. Rosenberg, R. Pekkanen; spring: E. Bleich)

PS 104 Introduction to American Politics (Spring)

This course introduces the institutions and practices of American government and politics. The aim is to give students a firm understanding of the workings of and the balance of power among the American Congress, President, bureaucracy, and court system. We begin with the Constitution, which provides the set of founding principles upon which the American government is based. We then look at how American citizens make decisions about politics. Finally, we examine how political institutions—interest groups, parties, elections, and legislative bodies and rules—aggregate diverse, often conflicting preferences and how they resolve or exacerbate problems. 3 hrs. lect./disc. **SOC USA NOR** (M. Dickinson)

PS 107 Introduction to Political Philosophy: Truth and Politics (Spring)

This course will consider classic texts of Western political thought. The aims of the course are to see what each of the texts says about politics, and to determine the modes of thought of the text. For example, we will pay close attention both to the substance of Aristotle's political science and to the manner in which he conducts his inquiry. Other works include Thomas Aquinas, *Summae;* William Shakespeare, *Julius Caesar,* Thomas Hobbes, *Leviathan ;* Edmund Burke, *Reflections on the Revolution in Franc ;* Alexis de Tocqueville, *Democracy in America;* speeches by Thomas

Macaulay; and writings by Karl Marx and Friedrich Engels. **PHL SOC EUR** (P. Nelson)

PS 201 International Politics (Fall, Spring)
What causes conflict or cooperation among states? What can states and other international entities do about global economic and environmental problems? These are among the issues addressed by the study of international politics. This course examines the forces that shape relations among states, and between states and international regimes. Key concepts include: the international system, power and the balance of power, international institutions, foreign policy, diplomacy, deterrence, war, and global economic and environmental issues. Both the fall and spring sections of this course emphasize rigorous analysis and set theoretical concepts against historical and contemporary case studies; there is greater emphasis on historical cases in the spring, however, and more emphasis on contemporary illustrations in the fall. 3 hrs. lect./disc. **SOC CMP** (fall: M. Williams; spring: S. Pekkanen)

Political Theory

PS 101 Introduction to Political Philosophy (Fall)
See description in "Introductory Courses" above. **PHL SOC EUR**

PS 107 Introduction to Political Philosophy: Truth and Politics (Spring)
See description in "Introductory Courses" above. **PHL SOC EUR**

PS 235 Ethics and War (Fall)
This course examines the problem of ethics and war from a variety of historical, cultural, and philosophical perspectives, including the theories of violence and its role in human society, the history of warfare, and the experience of battle. We then turn to some of the classical theories of "just war" and the rules of war, and look at the evolution of the international law of war. Finally, we apply the theories discussed to contemporary issues, such as humanitarian intervention, new technologies, sanctions, and post-conflict resolution. Contemporary cases have included the Gulf War, Rwanda, Bosnia, Kosovo, and Afghanistan. Readings include John Keegan's *The History of War*, Michael Walzer's *Just and Unjust Wars*, J. Glenn Gray's *The Warriors*, J. T. Johnson's *Morality and Contemporary Warfare*, and S. Hoffmann's *Ethics and Humanitarian Intervention*. 3 hrs. lect./disc. **PHL SOC** (K. Carmola)

PS 245 Power and Powerlessness (Not offered 2002-03)
This course introduces students to the field of political theory through the study of the concepts of power, authority, and powerlessness. We study a wide range of theories and case studies on the origins and use of various types of power: political, institutional, cultural, personal, and religious. We study the difference between power and authority, how legitimacy is achieved and enacted, and how various "powerless" groups and individuals behave, react, and rebel. Readings include selections from the Bible, Thucydides, Hobbes, Luther, Marx, Nietzsche, Freud, Weber, Foucault, J. Gaventa, and H. Arendt. **PHL SOC**

PS 255 Politics, Poetry, and Philosophy (Spring)
This course uses poetic and dramatic works to examine enduring questions of political philosophy: leadership, membership (and dismembership) in a polity, justice and revenge, the role of truth and lies in political speech, and the problems of founding. We will begin with Greek tragedy and comedy, including Euripides' Bacchae, Aristophanes' The Clouds, Sophocles' Oedipus and Antigone, and Aeschylus' Oresteia. The next segment of the course will focus on three or four Shakespearean dramas, including Julius Caesar, Henry V, Antony and Cleopatra, and Richard III. During the last few weeks, we will read two highly contemporary plays by Tony Kushner: *Angels in America,* and *Homebody/Kabul.* 3 hrs. lect./disc. **PHL EUR** (K. Carmola)

PS 317 Classical Political Philosophy (Not offered 2002-03)
This course will begin with some reflection on the nature of political philosophy and on the question of the reality and the importance of a historical difference between Plato and us. The course will then turn to a careful reading of Plato's *Republic* and, time permitting, the reading of some commentaries and critiques of the *Republic*, for instance Aristotle's.

PS 318 Modern Political Philosophy (Not offered 2002-03)
After starting with Plato, we will study some classic works in modern political philosophy, including Machiavelli, Hobbes, Spinoza, Rousseau, Kant, Hegel, Nietzsche, and Heidegger. We will explore the following themes: modernity's rejection of ancient thought, its later replacement of nature by history as the standard for right, and its subsequent rejection of any standard of right. We will also note how these writers introduce realism and idealism into the study of politics and the separation of powers and freedom of speech and religion into our understanding of constitutional government. We will conclude with a return to Plato. (PS 101 or PS 107)

PS 333 Politics, Philosophy, and Education (Not offered 2002-03)
We will explore the nature of these three activities and the relations among them. The course could be said to be an extended commentary on Socrates' claim that education is turning the soul toward being; Aristotle's distinction between theoretical and practical knowledge; and Marx's claim that philosophers have only interpreted the world, but the point is to change it. We will ask what liberal education is and what is its business with political things. We will read Plato, Aristotle, Hobbes, Nietzsche, and some twentieth-century writers, including Michael Oakeshott, Allan Bloom, and Leo Strauss. Seniors needing to fulfill a political science seminar requirement may arrange with the instructor to do so. **PHL EUR**

PS 401 Modern and Post-Modern Political Thought (Spring)

This course examines one of the central dilemmas of modern and post-modern political theory: the sense that the Enlightenment project has come to an end, and the need to establish a "new," more fitting, conception of human beings in the world. Readings include Dostoevsky, *Notes from Underground*; Nietzsche, *Genealogy of Morals*, and *Zarathustra*; Freud, *Civilization and Its Discontents*, and some of Heidegger's later essays, including "The Question Concerning Technology," "Letter on Humanism," and "The Essence of Truth." Previous courses in philosophy or political philosophy highly recommended. (PS101 or PS102 or PS104 or PS107) 3 hrs. lect./disc (K. Carmola)

PS 409 Seminar on Political Philosophy: Aristotle's Political Science (Not offered 2002-03)

Study of Aristotle's political science as it appears in his *Nicomachean Ethics, Rhetoric,* and *Politics*. While trying to understand Aristotle as he understood himself, we will also consider both some objections to Aristotle's political science and some defenses of it. We will look also at some recent literature on Aristotle in order to show that there is not yet reason to "remove the remains of his reputation to the last resting place in the dreary cemetery of literature." (Waiver) **PHL**

PS 500N Directed Readings in Political Philosophy

By permission. (P. Nelson)

AMERICAN POLITICS

PS 102 The American Political Regime (Not offered 2002-03)

See description in "Introductory Courses" above. **SOC USA NOR**

PS 104 Introduction to American Politics (Spring)

See description in "Introductory Courses" above. **SOC USA NOR**

PS 205 American Political Behavior (Not offered 2002-03)

In this course, we seek to understand the causes and consequences of political participation in America. The course revolves around two major questions: who votes, or participates in other ways, and who doesn't? And what impact does citizen participation, or lack thereof, have on American politics and public policy? Among our primary concerns is the relationship between capitalism and democracy. **SOC USA NOR**

PS 206 The American Presidency (Fall)

This course examines the development and modern practice of presidential leadership. Focus is on presidential decision-making, as it is influenced by changes in the structure of the presidency as an institution, differences among individual presidents, and the interaction of the president with other major actors, including national governing institutions (executive branch, Congress, courts), interest groups, media, and the public. Includes an historical overview of the evolution of the presidency, and examines changes in the electoral process. Selected case studies to sharpen analyses. 3 hrs. lect./disc. **SOC USA NOR** (M. Dickinson)

PS 208 The Politics of the U.S. Congress (Not offered 2002-03)

Introduces students to the analysis of Congress and congressional policy-making. Considers how congressional elections, institutions, and policy hang together roughly in equilibrium. Focuses on the internal organization of Congress-committees, parties, House and Senate leadership, rules and norms, and congressional staff. Analyzes the power of Congress relative to the president, the bureaucracy, and the courts, specifically in the policy process. Investigates how unified and divided party control of the government affects legislation in the House and Senate. Finally, applies congressional theories to determine the fates of specific policy proposals in Congress. **USA NOR**

PS/ES 211 Conservation and Environmental Policy (Fall)

An introduction to conservation and environmental policy in the United States. The course will be divided into four sections: (1) the history of conservation/environmental policy; (2) the foundations of the U.S. political and economic systems as they affect conservation/environmental policy (e.g., democracy, capitalism, property rights); (3) the institutions and actors involved in conservation/environmental policy (e.g., Congress, bureaucracy, interest groups); and (4) the policy-making process in the conservation/environmental policy area. 3 hrs. lect./disc. **SOC USA NOR** (C. Klyza)

PS 212 American Political Parties (Not offered in 2002-03)

HIS SOC USA NOR

PS 215 State and Local Politics in the United States (Not offered 2002-03)

State and localities have long been regarded as arenas for policy innovation and experimentation. This course asks: What are the unique political opportunities and constraints facing state and local governments? How have these changed over time? What can we learn from the policy-making activities of the states over the last 25 years? The course introduces students to the general concepts behind state and local politics and policy making in four areas: education, health care, welfare, and the environment. **SOC USA NOR**

PS 305 American Constitutional Law: The Federal System (Not offered 2002-03)

This course examines the development of American constitutionalism through study of Supreme Court decisions. Every major topic but the bill of rights (see PS 306) is covered. Using The Gunther and Sullivan *Constitutional Law* casebook, we begin with judicial review and then study the development of legal doctrines surrounding the commerce clause, the due process and equal protection clauses of the fourteenth amendment, and the separation of powers. Recent cases focus on affirmative action and federal protection of civil rights. Interpretive books and essays are considered, as time permits. A mock court exercise is anticipated. (Juniors and seniors with PS 102 or PS 104 or PS 306) **USA NOR**

PS 306 American Constitutional Law: Individual Rights (Not offered 2002-03)
This course focuses on the Supreme Court's interpretation of the first amendment freedoms of speech, press, and religion, and, to a lesser extent, the rights of the accused, as reflected in amendments four through eight. It includes consideration of philosophic arguments regarding speech and religion (Mill, Locke), the framing of the original bill of rights, and the constitutional history of free speech in America (Levy). Gunther and Sullivan's *Constitutional Law* is the text; written work includes three or four essays, a mock court exercise, and a final exam. (Sophomores, juniors, and seniors with PS 102 or PS 104 or PS 205 or PS 206 or PS 305) **PHL USA NOR**

PS 310 American Public Policy (Spring)
This course examines the functioning of the entire United States political system, with an emphasis on the policies or outcomes of this political system. The first part of the course will examine the context in which policy is made (e.g., history, capitalism, liberalism). The second part of the course will focus on the policy-making process. We will examine the major stages of the policy process: agenda setting, policy formulation, adoption, implementation, and evaluation. The third and final part of the course will focus on specific policy areas, such as agricultural policy and regulatory policy. 3 hrs. lect./disc. **SOC USA NOR** (C. Klyza)

PS 312 Bureaucracy (Fall)
Bureaucracies: What are they? Why do they exist? What makes some more effective than others? How do they influence politics? This course examines the role of bureaucracies primarily in the American political context. It begins with an overview of the nature of bureaucracies and theories for their formation, followed by an examination of bureaucratic actors (managers, operators, and executives) and the context within which they work. It concludes with an attempt to assess bureaucratic effectiveness. Case studies of particular bureaucracies included to sharpen analyses. 3 hrs. lect./disc. (M. Dickinson)

PS 320 American Political Development (Not offered 2002-03)
This course will trace the development of the American political system from its founding through the present. We will pay special attention to the response of the governing system to crucial events in American history, such as the Civil War, the rise of industrialism, and the New Deal. Among the topics explored will be the growth in size and power of the federal executive branch and the rise in importance of interest groups in American politics. This course will be taught in a seminar format. (One course in American politics or American history) **SOC HIS USA NOR**

PS 420 Seminar in American Politics (Spring)
This seminar examines the evolution, structure and operation of the U.S. Congress. The focus is on changes in the internal distribution of power and their impact on legislative outputs. Readings address members' changing electoral basis, constituency relations, the role of committees and subcommittees, paths to leadership, and presidential-congressional leadership in the era of divided government. (One course in American politics) 3 hrs. lect./disc. (M. Dickinson)

PS 421 Seminar on Perspectives on the Environmental Movement (Not offered 2002-03)
The purpose and focus on this seminar is to examine and analyze the environmental movement (concentrating on the United States) from a number of different perspectives (e.g., historical, economic, philosophical, legal, religious, political). These different perspectives will help us to better understand the environmental movement: where did it come from? what are its main points? is there one unified movement? what are the crucial differences within this movement? By examining the environmental movement with these different perspectives we will be able to gain greater insight into these questions. (PS/ES 211)

PS 423 Science, Politics, and Public Policy (Not offered 2002-03)
Is nuclear power risky or not? Should we worry about climate change? How should we respond to biologists' reports that frog populations across the United States are declining? As such questions make clear, our understanding of science shapes our policy choices. In order to understand how, this course will begin by examining the way that scientists explain the advance of scientific knowledge. We will then consider the way in which the media portrays science and, correspondingly, how the public interprets science-based debates. Finally, we will learn how science is used in Congress, agencies, and the courts by looking at public policy controversies over carcinogenic chemicals, acid rain, nuclear power, development of open land, and other issues.

PS 425 Seminar on the American Presidency (Not offered 2002-03)
In-depth examination of the exercise of presidential leadership from a normative and empirical perspective. What are the sources of presidential power, the constraints on its use, and the implications for the American political system? The focus is on the leadership strategies of the modern presidents (FDR through Bush). (PS 102 or PS 104 or PS 206 or waiver)

COMPARATIVE POLITICS

PS 103 Introduction to Comparative Politics (Fall, Spring)
See description in "Introductory Courses" above. **SOC CMP**

PS/JA 210 Introduction to Japanese Politics and Society (Spring)
This course explores the nature of politics and society in contemporary Japan, and the origins of current social arrangements. Approaches from political science, sociology, and economics are brought to bear on basic issues from 1868 to the present, especially contemporary Japan. Issues include: the nature of Japanese democracy, the educational system, work, and the company, the quality of Japan's civil society, the role of minorities, causes of World War II, changes during U.S. Occupation, political changes since 1993, the role of women, the functioning of the political economy, the economic downturn of the 1990s, and the future of Japan. No previous background is required. 3 hrs. lect./disc. **SOC OTH AAL** (R. Pekkanen)

PS 216 Social Capital, NGOs, and Civil Society (Spring)
Civil society groups have grown explosively in recent decades. Simultaneously, ideas of social capital have aroused widespread interest. This course examines a wide range of non-governmental organizations (NGOs), nonprofits, and voluntary groups under the unifying rubric of "civil society." After a theoretical introduction to this class of phenomenon, the course investigates civil societies in the United States, East and West Europe, Africa, and Asia. Topics include: growth of civil society; explanations of change in civil society over time; theories of national variation in civil societies; social capital, or consequences of civil society; and, transnational NGOs as international actors. 3 hrs. lect./disc. **SOC CMP** (R. Pekkanen)

PS 225 West European Politics (Fall)
An introduction to the domestic politics of Western Europe since 1945, focusing on Britain, France, Germany, Italy, Spain, Sweden, and the European Union. Topics include representation, the role of the state in promoting economic growth, social capital and democratic performance, transitions to democracy, and the welfare state. The second half of the course will focus on issues high on the current European agenda, including unemployment, economic reform, the rise of far-right parties and globalization. 3 hrs. lect./disc. **SOC EUR** (E. Bleich)

PS 227 Soviet and Russian Politics (Spring)
This course seeks to introduce the student to a major phenomenon of twentieth century politics, the rise and decline of the Soviet Union and the emergence of Russia as its successor state. The first part of the course provides an overview of key factors that influenced Russian and Soviet politics under communism, including history, economy, ideology, institutions of the communist party, and the role of political leadership from Lenin to Gorbachev. The second part surveys radical political and social transformations in the 1990s and analyzes Russia's struggle with the twin challenges of democratic and market reform under Yeltsin and Putin. 3 hrs. lect./disc. **SOC HIS OTH EUR** (M. Kraus)

PS 228 East European Politics (CW 5) (Fall)
This introductory course surveys the key stages in the political development of East and Central Europe in the twentieth century, including the imposition of communist rule, crises of de-Stalinization, the revolutions of 1989, the politics of post-communist transitions, the Balkan wars, and democratization. It focuses on those factors that either promote or impede the development of stable democratic regimes and assesses East Europe's prospects in the context of EU enlargement and NATO expansion. 3 hrs. lect./disc. **SOC HIS EUR** (M. Kraus)

PS 230 Comparative Development Strategies (Not offered 2002-03)
Why have some countries developed more rapidly than others? What do we mean by "development?" How can governments help or hinder development prospects? These broad questions are addressed by analyzing the development experiences of Asian, Latin American, and African countries. The course focuses particularly on what governments have done to try to accelerate the development process. To gain a historical perspective, the course begins with a brief consideration of the experiences of the now "developed" countries, followed by an examination of how difference countries have confronted the dilemmas of development of the twentieth century. **SOC OTH CMP**

PS 240 Race Around the World: The Comparative Politics of Ethnic Diversity (CW 15)(Fall)
This course aims to promote reflection on the interactions between the state and ethnic and racially diverse societies. What effect do governments' actions have on ethnic or racial identities and mobilization? What kind of equality—if-any—should states and citizens seeks within their borders? How do states' actions affect the likelihood of national cohesion and social peace between racial and ethnic groups? To address these questions, we will compare the United States to South Africa, India, Brazil, and Western Europe. Are there lessons that can be learned from abroad that shed light on the politics of race in this country? 3 hrs. lect./disc. **SOC OTH CMP** (E. Bleich)

PS 324 The Political Development of Western Europe (Not offered 2002-03)
In what ways are the political systems and politics of France, Germany, Italy, and Britain similar? In what ways do they differ? How might we explain these patterns? This course attempts to answer these questions through comparative investigation of the processes and consequences of economic and political modernization in these nations from the feudal period to the twentieth century. **SOC EUR CMP**

PS 335 Latin American Revolutions (Not offered 2002-03)
This course examines the causes, goals, and outcomes of revolutions in twentieth-century Latin America, with special reference to Mexico, Cuba, Venezuela, Chile, and Nicaragua. It seeks to understand (1) why this region has experienced so many revolutions; (2) what their political,

economic, or social impact has been; (3) what factors have kept revolutionaries from achieving their political, social, or economic goals; and (4) why have many revolutions only seemed to replace one form of repression with another (i.e., communism, authoritarianism). Alternative causal explanations are presented, in-depth case study analysis conducted, and key "limiting" factors are identified. **SOC OTH AAL**

PS 348 Comparative Electoral Processes (CW 15) (Next offered 2003-04)
Analysis of institutions and processes that structure electoral outcomes in advanced democracies: candidate and leadership selection, translation of votes into legislative seats, campaign finance, the media in politics, presidential vs. parliamentary systems. Theories of party systems and representation and how they mediate between citizens and government. A wide range of political systems will be studied, with particular emphasis on the United States, Britain, France, and Germany. Students will contribute to the development of a Web page on comparative electoral processes. (PS 103 or PS 230 or PS 324 or waiver) **CMP** (E. Davis)

PS 415 Democracy and Development in Latin America (Fall)
Political Science 415 is a reading/research seminar, whose main focus is a single, yet critical question: Why have democracy and self-sustained prosperity proved so difficult to accomplish in Latin American countries? To unravel this puzzle we will approach it from a number of angles including the region's commonalties historical legacies, sociopolitical arrangements, and economic challenges, etc. and alternative theoretical perspectives. We will also probe the inherent tensions between the political realities of various countries, and the fundamental political principles of liberty, freedom, equality, and opportunity. (EC 225 or HI 286 or PS 223 or PS 230 or PS 335) 3 hrs. lect./disc. (M. Williams)

PS 416 Latin American Political Development (in Spanish) (Not offered 2002-03)
This course will examine the political development of Latin America after independence. Major topics in the course will include: leadership and caudillismo, nationalism and the relationship between Latin America and the outside world, democracy and authoritarianism, revolutionary movements and electoral systems. Readings for the course will draw on the work of Latin American social scientists and novelists, and will also include speeches and writings from Latin American political leaders. A major goal of the course is to build an ability to carry on sophisticated discussion of Latin American politics in Spanish. Most readings will be in Spanish, and all classes will be conducted in Spanish. This course will fulfill the advanced language course requirement for International Studies majors. Students may also use the course to receive elective credit in the Spanish department, though it does not fulfill the SP senior seminar requirement. (PS 103 or PS 201 or PS 230 or PS 303 and one 300-level course in Spanish)

PS 419 Political Economy of East Asia (Fall)
This seminar investigates the political economies of Japan, China, Korea, and the ASEAN-4 (Indonesia, Thailand, Malaysia, and the Philippines). The focus is on domestic politics. We also scrutinize the intersection of politics and economics in sustaining political arrangements, contributing to change, and business-government relations. Topics include: Japan's economic miracle and 1990s slow-down, China's economic opening and current tensions, economic development and crises in Korea and Southeast Asia, and differences among Japanese, Korean, and Southeast Asian firms. We will also briefly examine intra-regional political and economic linkages. (PS 103 or PS/JA 210 or PS 218 or PS 220 or PS 304 or waiver) 3 hrs. lect./disc. (R. Pekkanen)

PS 424 Seminar on Comparative Democratization (Fall)
This seminar explores critical issues concerning transitions from authoritarian to democratic rule. It addresses such questions as: What factors account for the "third wave" of global democratic expansion? How do newly democratic societies confront their authoritarian past? Should the new leaders choose presidential or parliamentary government? What challenges confront states that are undergoing simultaneously processes of democratic change and economic transformation? What conditions favor consolidation of new democracies? Can democracy's "third wave" be sustained indefinitely, or will a wave of democratic breakdowns follow? To contend with such questions, we will analyze and compare the experience of many countries and regions. (One course in comparative politics) 3 hrs. lect./disc. (M. Kraus)

PS 440 The Politics of Identity in Western Europe: Nations, Citizens, and Immigrants (Not offered 2002-03)
This seminar will provide an overview of the politics of identity in Western Europe. We will link theoretical debates about identity with current political concerns about nationalism, citizenship, and immigration in Western Europe. After exploring how to think about identities, this course asks questions such as: Where does nationalism come from? How do recent changes in citizenship and immigration policy affect national identity? How are West European nations struggling to accommodate multiculturalism, and how confident are they that they will succeed? We will link empirical discussions of Western European societies with broader questions about identity, diversity, and social cohesion. (PS 103 or PS 225 or PS 230 or PS 324) 3 hrs. lect./disc. (E. Bleich)

PS/IS 445 Ethnicity, Nationalism, and the State (Fall)
See International Studies listing for course description. This course is equivalent to IS 445 and GG 445. Register for this course under IS 445.

PS 450 Ethnic Conflict (Spring)
Students will examine the phenomenon of ethnic conflict in the modern world. How important is "ethnicity"

as opposed to politics, economics, or other factors in generating ethnic conflict? Is ethnic conflict inevitable? Why is it more prominent in some places than others? Can we move beyond ethnic conflict to social integration? We will consider these questions through a mix of theoretical readings and in-depth case studies of genocide, sectarian violence, state dissolution, riots, and racial tensions commonly considered ethnic conflict. sem. 3 hrs. lect./disc. (E. Bleich)

PS 454 Leadership: Politics and Personality (Spring)

What difference do leaders make? Are leaders born or made? What accounts for effective leadership? Do answers to these questions change when the social, cultural, and political context varies? This course will approach the subject of leadership from a multidisciplinary perspective, focusing on (1) the individual personalities and values of leaders; (2) the relationship of leaders to the institutions they serve; (3) the role of the state and cultural context in which the leadership is exercised; and (4) the process of leading. Case studies include the United States (Clinton), Germany (Hitler), Czech Republic (Havel), Russia (Stalin), South Africa (Mandela), the United Kingdom (Thatcher) and others. (One course in comparative politics) 3 hrs. lect./disc. (M. Kraus)

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PS 201 International Politics (Fall, Spring)

See description in "Introductory Courses" above. **SOC CMP**

PS 214 International Environmental Politics (Spring)

What happens when the global economy outgrows the earth's ecosystem? This course surveys the consequences of the collision between the expanding world economy and the earth's natural limits: shrinking forests, falling water tables, eroding soils, collapsing fisheries, rising temperatures, and disappearing species. We will examine how countries with different circumstances and priorities attempt to work together to stop global environmental pollution and resource depletion. 3 hrs. lect./disc. **SOC CMP** (D. Rosenberg)

PS 226 The European Union (Not offered in 2002-03)

SOC EUR

PS 260 The Political Economy of Drug Trafficking (CW 15) (Spring)

This course examines the political economy of drug trafficking in the Western Hemisphere. How have transnational drug markets evolved, and why? What effects has narcotrafficking had on the political, economic, legal, financial, and social systems of producer, consumer, and transshipment countries? What policy responses are available to combat it? How should we weigh alternative policy options? Examination of these issues centers on source countries in Latin America's Andean region, the chief transshipment country (Mexico), and the principal consumer country (the US). Attention also is devoted to the drug trade's effects on American society and criminal justice system. 3 hrs./ lect. disc. **SOC OTH CMP AAL** (M. Williams)

PS 301 Governing Globalization: Topics in International Law, Politics, and Economics (Spring)

There is little question that globalization affects the conduct of sovereign states. In matters as diverse as economics, military security, environment, crime, and human rights, it is increasingly clear that the forces of globalization determine how states relate to each other and to their own societies. What is less appreciated is that states, in turn, constantly attempt to govern the forces of globalization. Through a series of cases, this course focuses on the process and institutions that states use to guide and restrain globalization. What formal and informal, legal and consensual means do states employ? With what degree of success? What is the actual nature of governance in topics such as trade and finance, drugs and weapons proliferation, environmental bads, and war crimes tribunals? 3 hrs. lect. disc. **SOC** (S. Pekkanen)

PS 302 International Law and Organization (Spring)

The course examines international law and organization as institutions designed to prevent, manage, and resolve international conflict. The first two-thirds of the course are devoted to the role of international law, and to legal issues involving territorial claims, diplomatic practice, intervention, the use of coercion, the laws of war, and human rights. The section on international organization focuses on the United Nations' efforts at peaceful settlement, collective security, peacekeeping, and nation-building. (PS 201 or PS 311 or waiver) 3 hrs. lect./disc. **SOC** (R. Leng)

PS 303 U.S.-Latin American Relations (Spring)

This course examines American foreign policy toward Latin America. Grounded in international relations theory, it chronicles the expansion of U.S. power in the nineteenth century, the interwar period, the Cold War, and the current era of continental economic integration. To ensure rigorous analysis the course sets theoretical concepts against specific case studies. Topics include the Inter-American System, specific doctrines (Monroe Doctrine, Roosevelt Corollary), specific policies (Good Neighbor Policy, Alliance for Progress), and milestone events in U.S.-Latin American relations, including the Cuban missile crisis, Falkland Islands War, and North American Free Trade Agreement. 3 hrs. lect./disc. **SOC CMP** (M. Williams)

PS 304 International Political Economy (Fall, Spring)

This course examines the politics of global economic relations, focusing principally on the advanced industrial states. How do governments and firms deal with the forces of globalization and interdependence? And what are the causes and consequences of their actions for the international system in turn? The course exposes students to both classic and contemporary thinking on free trade and protectionism, exchange rates and monetary systems, foreign direct investment and capital movements, regional integration, and the role of international institutions like the WTO. Readings will be drawn mainly from political science, as well as law and economics. 3 hrs. lect./disc. **SOC** (spring: S. Pekkanen; fall: J. Cason)

PS 311 American Foreign Policy (Spring)
An examination of the conduct, impact, and evolution of American foreign policy since 1945, focusing on the domestic setting, international structure, and institutional constraints that have shaped America's relations with the major states and regions of the world. Topics will include the cold war and containment, American intervention in the developing world, American international economic policy, the role of public opinion and transnational relationships in U.S. policy decisions, and the impact of globalization on policy agendas, processes, and outcomes. **SOC USA NOR** 3 hrs. lect./disc. (A. Stanger)

PS 315 Theories of International Relations (Not offered in 2002-03)
PHL SOC

PS 404 Jihad vs. McWorld: The Political Economy of Globalization (Fall)
This seminar examines two major forces shaping the world today. One is "McWorld," a homogenizing trend resulting from modern technology, mass communications, and global capitalism. The other is "Jihad," a resurgence of ethnic nationalism and religious fundamentalism. Will globalization lead to more democracies or more revolutions? Will it help or hinder attempts to manage planet Earth within growing environmental constraints? We will analyze the origins, dynamics, and consequences of globalization and its counter-trends through case studies of the institutions that attempt to govern or influence state-market relations; e.g., the IMF, World Bank, WTO, multinational corporations, civil society groups, and armed struggle movements. 3 hrs. lect./disc. (D. Rosenberg)

PS 405 Causes of War (Spring)
An examination of contemporary research on the causes of war proceeding from several perspectives, including the perceptions and beliefs of national leaders, state attributes, the international environment, and conflict bargaining. The research techniques studied include comparative case studies, quantitative analysis, and game theory. Each student will complete a case study of a particular war, or prepare the research design for a quantitative study. Some background in statistics is recommended. (PS 201 or PS 311) 3 hrs. lect./disc. (R. Leng)

PS 407 Seminar on United States-European Relations (Not offered 2002-03)
An overview of the major issues and policy dilemmas in U.S.-European relations from 1945 to the present. Political, strategic, and economic aspects of both bilateral and U.S.-European Union relationships will be explored. Special consideration will be given to the implications of further European integration and the collapse of the cold war order in Europe for the American-European relationship.

PS 408 Seminar on U.S. Relations with Russia and East Central Europe (Not offered 2002-03)
An overview of U.S. relations with the successor states of the U.S.S.R. and East and Central Europe in contemporary and historical contexts. The course begins with a survey of political and security issues in the U.S./Soviet superpower contest to grapple with the question of what the cold war was about, who won, and why. The second half of the course assesses the extent to which American policy in the 1990s has successfully dealt with such post-cold war challenges as the breakdown of Yugoslavia or the expansion of NATO.

PS 412 Seminar on Diplomacy (Not offered 2002-03)
The practice of diplomacy and the techniques of bargaining, negotiation, and mediation are studied through diplomatic handbooks, memoirs, and studies of historical and contemporary cases. The seminar begins with an examination of a case of classical diplomacy at the Congress of Vienna and then moves to consider more recent diplomatic cases, including examples of bargaining in interstate crises, peace settlements, and cooperative efforts at problem solving. Each student will complete a case study of a diplomatic event of his or her choice. (PS 201 or PS 311)

PS 451 Development and Democracy (Not offered 2002-03)
See International Studies listing for description. PS 451 is equivalent to IS 451 and EC 451. All registration for this course will be under IS 451.

HONORS

PS 501 Senior Honors Seminar (Fall)
The goal of this seminar is to advance the individual thesis agendas of honors students in political science. The seminar aims at improving the process of senior thesis writing through readings, methodology workshops, and individual advising. It also describes ways of doing and assessing studies like those done for political science theses in any of the four major subfields (American politics, international politics, comparative politics, and political theory). The basis for the thesis seminar is active student participation in a series of oral and written exercises. 3 hrs. lect./disc. (S. Pekkanen)

INDEPENDENT PROJECTS

PS 500 Advanced Projects (Fall, Winter, Spring)
A program of independent work designed to meet the individual needs of advanced students. *(Approval required)* (staff)

PS 700 Honors Thesis (Fall, Winter, Spring)
(*Approval required*) (staff)

PSYCHOLOGY

Professors: Bob Osborne, Marc Riess; *Associate Professors:* Susan Campbell (chair), Carlos Vélez; *Assistant Professors:* Jason Arndt, Marcia Collaer, Barbara Hofer (on leave academic year), Augustus Jordan, Michelle McCauley; *Visiting Assistant Professor:* Lisa Stephen; *Visiting Instructor:* Julie Dumas, Adela Langrock, Julie Volckens; *Lecturer:* Marianna McShane

The Department of Psychology at Middlebury College has a strong commitment to the scientific study of human mental processes, emotions, and behavior. In keeping with this philosophy, the department offers a broad range of courses that provides students with the opportunity to learn about basic research and its applications in a variety of areas, including social, cognitive, behavioral, cultural, clinical, biological, and developmental psychology.

New Requirements for the Major in Psychology (class of 2006 and subsequent classes): Please note: students in the classes of 2003-2005 may elect to complete either the old requirements (listed below) or the new requirements.

The psychology major consists of a minimum of 11 courses in three categories: Foundations courses, Area courses, and Senior Work.

I. ***Foundations courses:*** The foundations courses provide an overview of the field and provide students with the background and skills necessary to understand psychology as an empirical science. The required foundations courses consist of Introductory Psychology (PY 105) and the Statistics/Research Methods sequences (PY 201 and PY 202). Students are expected to complete the Statistics/Research Methods sequence by the end of the sophomore year, and no later than the end of the junior year.

II. ***Area courses:*** Area courses ensure that students have a broad understanding of various subfields within the discipline. They also provide students with a deeper knowledge in one of these areas.

Breadth: All students must take 4 area core courses, 1 in each of the four areas of the curriculum (Neuroscience/Cognitive; Social/Applied; Developmental/Educational; Personality/Clinical). Core courses are followed by (C) in the area lists below.

Focus: Students must take 2 additional courses in 1 of the four areas. One of these courses may be a 400-level seminar.

Lab: All students must take 1 lab course in addition to Psychological Statistics and Research Methods in Psychology. This course also may meet the breadth or focus requirements. Lab courses are followed by (L) in the area lists below.

Elective: All students must take 1 additional course. This course may be any psychology course, including a WT course or directed or independent research.

Area 1 – Neuroscience and Cognitive Psychology: PY 301 (C) (L), PY 302 (C) (L), PY 305 (C) (L), PY 309, PY 418, and PY 430

Area 2 – Social and Applied Psychology: PY 203 (C), PY 215 (C), PY 230 (C), PY 300, PY 307, PY 313, PY 401, PY 405, PY 420, PY 422, and PY 429

Area 3 – Developmental and Educational Psychology: PY 216 (C), PY 225 (C), PY 226 (C), PY 327, PY 421, PY 424, and PY 427

Area 4 – Personality and Clinical Psychology: PY 204 (C), PY 224 (C), PY 306 (L), PY 315, PY 408, and PY 425

III. Senior work: Senior work in psychology emphasizes the synthesis and integration of theory and research. Each student must take two senior seminars (400-level courses) in psychology. One senior seminar course may be taken to fulfill the area focus requirement (see above).

Students who meet the department requirements also may elect to complete a senior honors thesis in psychology which requires students to apply their skills and knowledge of the field to the completion of a year-long empirical research project. (See description below.)

Old Requirements for the Major in Psychology (optional for classes of 2003-2005): Eleven courses in psychology including the following: (1) PY 105, PY 201, and PY 202; (2) four core courses from among PY 203, PY 204, PY 207, PY 215 (or PY 230 or PY 327), PY 224, PY 225 (or PY 216 or PY 226), PY 301, PY 302, PY 303, PY 305, PY 306, at least one with laboratory; (3) one 300-level course (lab or nonlab, but not counted in (2) above); (4) two PY 400-level seminars (not both PY 412 and PY 425) (PY/PS/IS 454 may not count as a 400-level seminar but may count as an elective); (5) one elective (any fall, spring, or winter PY course). It is understood that exemption from a specific course requirement does not affect the general requirement of the eleven PY course minimum.

Departmental Honors in Psychology: Students who seek to graduate with departmental honors should consult with a staff member no later than the junior year to begin actively planning their research. PY 202 must be taken before the term in which the student submits the honors proposal. One or more PY 500 courses may be taken to support the research. During the winter and spring terms of the senior year, candidates will enroll in PY 703 after meeting the special requirements listed in the course description. A minimum of a B+ average in psychology department courses is needed for admission to honors candidacy. Students who complete an honors thesis in psychology can count PY 703 for one of their two senior seminar requirements.

Required for the Minor in Psychology: Five psychology courses, including the following: (1) PY 105; (2) two core courses from among PY 201, PY 202, PY 203, PY 204, PY 207, PY 215 (or PY 327), PY 224, PY 225 (or PY 216 or PY 226), PY 301, PY 302, PY 303, PY 305, PY 306 (at least one with laboratory); (3) one 300- or 400-level course (a course may not be double counted for both requirements (2) and (3)); (4) one elective (any fall, spring, or winter term PY course).

Advanced Placement: Students who seek advanced placement in psychology should take the College Board Advanced Placement Examination. Credit for PY 105 is given to students who achieve a score of 4 or 5 on the Psychology AP Examination.

Joint Major in Biology and Psychology (available only to students entering before 9/01): The requirements are BI

190, BI 195, BI 216, BI 250; one of BI 201, BI 202, BI 203, BI 310; one 300- or 400-level BI course; one biology elective; PY 105; PY 201; PY 301; two core courses from PY 203, PY 204, PY 206, PY 207, PY 215 (or PY 327), PY 224, PY 225 (or PY 216 or PY 226), PY 302, PY 303, PY 305; one 400-level seminar; and one PY elective (any fall, spring, or winter PY course). Three electives chosen with the adviser's approval in chemistry, mathematics, or physics. Students should consult their adviser about honors in the joint major.

***Major in Neuroscience*:** See Neuroscience Program listing for a description of this major.

Joint Major in Psychology and Sociology: Required psychology courses: PY 105; PY 201; PY 203; two core courses from PY 204, PY 207, PY 215 (or PY 327), PY 224, PY 225 (or PY 216 or PY 226), PY 301, PY 302, PY 303, PY 305, PY 306; one 400-level seminar; and one elective. Required sociology/anthropology courses: SA 105; SA 252; either SA 301 or SA 302; SA 305; one of SA 103, SA 191, SA 288, or SA 355; one 400-level seminar; and one elective. Students who elect to do a senior thesis are required to take only one 400-level seminar in either sociology or psychology. Students should consult their adviser about honors in the joint major.

PY 105 Introduction to Psychology (Fall, Spring)
This course will provide a general introduction to the discipline of psychology. The most central and important theories, concepts, findings, controversies, and applications in the following areas will be considered: biological bases of behavior, learning, perception, thinking, development, personality, abnormality, and social behavior. (Not open to juniors or seniors) 3 hrs. lect./1 hr. disc. **SOC** (fall: J. Arndt, M. Collaer, C. Velez; spring: A. Langrock, M. Riess)

PY 201 Psychological Statistics (Fall, Spring)
This course will examine statistical methods used in the behavioral sciences. Students will learn the logic underlying statistical analysis, focusing primarily on inferential techniques. They also will become familiar with the application of statistics to psychological research, including the use of computer software for conducting and interpreting statistical tests. (Credit is not given for PY 201 if the student has taken MA 106 or EC 210 previously or concurrently; PY 105) 3 hrs. lect./1 hr. lab. **DED** (fall: S. Campbell; spring: M. Collaer, A. Jordan)

PY 202 Research Methods in Psychology (CW 15) (Fall, Spring)
This course will provide students with an understanding of the research methodology used by psychologists. Students will learn to read psychological studies and other related research as informed consumers. Students will collect, analyze, and interpret data during lab assignments. They will also design an empirical study, review the related literature, and write a formal APA-style research proposal. (Not open to first-year students; PY 105, and PY 201) 3 hrs. lect./1 hr. lab. **DED** (fall: M. McCauley; spring: J. Arndt)

PY 203 Social Psychology (Fall, Spring)
Social psychology is the study of how social situations affect the thoughts, feelings, and behaviors of individuals. This course will provide an overview of social psychological theory and research findings, as well as reviewing the ways in which these findings are applied to the study of issues such as aggression, close relationships, prejudice, and altruism. Students will also learn about the research methods that social psychologists use to test their theories. (PY 105; not open to seniors except by waiver) 2 hrs. lect./1 hr. disc. **SOC** (fall: J. Volckens; spring: S. Campbell)

PY 204 Personality Psychology (Spring)
This course provides an overview of personality psychology. Several central theories of personality, including psychoanalytic, humanistic, cognitive, trait, behavioristic, and social learning, will be discussed. The course will also emphasize the connection between personality theory and personality research. (PY 105, not open to seniors except by waiver) 2 hrs. lect./1 hr. disc. **SOC** (C. Vélez)

PY 207 Conditioning and Learning
(This course has been renumbered as PY 302) **SCI**

PY 210 Alcohol Use and Abuse (Spring)
This course offers an in-depth examination of alcohol use and abuse in contemporary American society. Topics covered will include alcoholism vs. problem drinking vs. social drinking; current state, regional, and national drinking patterns; clinical differentiation of alcohol abuse and alcohol dependency; dual diagnosis; disease or disorder debate; epidemiology; chronic and acute effects on the central nervous system; medical consequences; fetal alcohol syndrome; adverse social consequences; patterns of usage and effects on women and African American, Hispanic American, Asian American, and Native American populations; pattern of usage and outcomes for college students; models for prevention, intervention, and treatment. (Open to seniors by waiver only) 3 hrs. lect. **SOC** (M. McShane)

PY 215 Applied Psychology (Not offered 2002-03)
This course will focus on how psychological theories and research are applied to societal problems. The psychologist's role in business (employee satisfaction, personnel selection), marketing (why we buy what we buy), health and sports (the function of stress and anxiety on performance and well being), as well as how our physical environment influences our well being. Students should possess a strong interest in what psychologists can contribute to society and how they go about doing so. (PY 105) **SOC**

PY 216 Adolescence (Spring)
This course is designed to provide an overview of adolescent development, including the biological, cognitive, and social transitions of individuals during this period of life. Development also takes place in context, and we will pay particular attention to the role of family, peer group, school, work, and culture. Students will read research literature, as well as cases, in order to examine the central psychologi-

cal issues of this developmental period, including identity, autonomy, intimacy, sexuality, and achievement. (PY 105) 2 hrs. lect. **SOC** (L. Stephen)

PY 224 Abnormal Psychology (Fall, Spring)
This course will provide an overview of the abnormal mental processes and behaviors currently classified as psychopathological. Data and issues related to the diagnosis, incidence, causes, and treatment of each disorder will be examined. Case studies and current research efforts will provide focus for the discussion of the neuropsychological, psychodynamic, behavioral, cognitive, humanistic, and social factors that contribute to each disorder. (PY 105) 2 hrs. lect./1 hr. disc. **SOC** (fall: M. Riess; spring: A. Jordan)

PY 225 Child Development (Fall)
This course will examine the nature of developmental changes from the prenatal period through adolescence. A variety of theoretical perspectives will be considered, each focusing on a different domain of development. The domains include biological, emotional, social, perceptual, cognitive, language, and moral development. A major challenge for developmental psychologists is to understand how these domains relate to one another, a problem we will work on throughout the semester. Developmental processes will be examined in a variety of contexts, including the home environment, day care, play groups, and the classroom. (PY 105) 2 hrs. lect./1 hr. disc. **SOC** (A. Langrock)

PY 226 Adulthood and Aging (Fall)
Development does not stop with adolescence. As we progress through early, middle, and late adulthood, we undergo distinct physical, emotional, social, and cognitive changes that impact upon our lives and the lives of others. This course will consider these changes and the theories that have been developed to explain them. A primary emphasis of this course will be how the rapidly aging population of the United States will influence psychological theory, resource allocation, and the social concerns of the near future. (PY 105) **SOC** (J. Dumas)

PY 230 Psychology and Work: An Introduction to Industrial/Organizational Psychology (Fall)
Students will learn how psychology is applied in industry and business settings. In particular, we will examine the psychological assessments used in hiring, evaluating, and training employees; issues involving harassment at work; organizational attitudes and behavior; and employee satisfaction, stress and well being, work motivation, and leadership. Students will design a structured interview and perform job analysis, read empirical research, and address the basic issues of validity in work assessments. (PY 105) 3 hrs. lect./disc. (M. McCauley)

PY 300 Addiction (Fall)
This course will review the current research and theories regarding the concept of addiction. Addictions to both experiences and substances will be covered in detail. The treatment of the addicted person(s) in clinical settings will also be addressed and evaluated. (1 psychology course beyond PY 105; first-year students by permission only) 3 hrs. lect. (C. Velez)

PY 301 Physiological Psychology (Fall)
This course concerns the biological basis of human behavior. The course will consider the neurochemical, neuroanatomical, and neurophysiological bases of processes such as language, sensation, emotion, aggression, sleep, learning, and memory. In the laboratory the student will conduct experiments using standard (surgical, anatomical, biochemical, behavioral) techniques to investigate central nervous system function. (PY 105 or any biology course) 3 hrs. lect./3 hr. lab. **SCI** (B. Osborne)

PY 302 Conditioning and Learning (Spring)
This course introduces the research and theories relating to how animals learn about the causal structure of their environment. A contemporary review of principles generated by the experimental analysis of behavior is considered within the context of a psychobiological approach to learning and behavior. A self-scheduled lab. and a 1 hr. prelab. are part of this course. 3 hrs. lect. **SCI** (B. Osborne)

PY 303 Sensation and Perception (Not offered 2002-03)
The study of perception is the oldest part of modern psychology. It developed from attempts to answer two questions: "How do we know what we know about the world?" and "Why does the world appear the way it does?" Since much of what we know about the world comes from our senses and perceptions, study of these processes has given psychologists some answers to these questions. Through lectures, laboratory investigations, discussions and demonstrations, we will study all five senses, with emphasis on vision and hearing, and explore topics like: psychophysics, color vision, tone perception and object recognition. (PY 105 and PY 201 or by waiver)

PY 305 Cognitive Psychology (Spring)
Questions about the nature of the mind, thinking, and knowledge have a long and rich history in the field of psychology. This course will examine the current status of this field by examining theoretical perspectives and empirically documented phenomena. Lectures, discussions, demonstrations, and experiments will contribute to our understanding of cognitive psychology. Topics to be considered include reasoning, language, problem solving, creativity, and decision making. (PY 105; PY 201 previously or concurrently; recommended: PY 202) 3 hrs. lect./3 hrs. lab. **SCI** (J. Arndt)

PY 306 Psychological Assessment (Not offered 2002-03)
This course will cover the major techniques that psychologists use in the assessment of personality, psychopathology, and attitudes, including the Rorschach, the Thematic Apperception Test (TAT), intelligence testing, the MMPI-2, projective drawings, Thurstone and Likert scales, behavioral assessment, and the assessment interview. In lectures you will learn about the reliability, validity, construc-

tion, and standardization of these instruments. In laboratories, you will begin to learn about the administration, scoring, and interpretation of these psychological tests. Assignments involve writing psychological reports based on assessment data. (Not open to first year students; PY 105 and one additional psychology course)

PY/WG 307 Human Sexuality (Not offered 2002-03)

This course will provide an introduction to the biological, psychosocial, behavioral, and cultural aspects of human sexuality. Specifically, the course will cover topics such as the physiology of sexual response, love and the development of sexual relationships, sexual orientation, contraceptive use, and sexually transmitted diseases. Emphasis will be given to discussion of relevant social issues, including sexual harassment, pornography, and cyberspace sexuality. Students will be encouraged to critically evaluate the sexual norms, attitudes, and practices of their own and other cultures. (Not open to first year students; two psychology courses)

PY 309 Psychopharmacology (Spring)

This course will examine ways in which drugs act on the brain to influence behavior. Students will learn the basics of brain function, biochemical principles of drug action and dependence, and how legal and illegal drugs alter the behavior of humans and experimental animals (including mood, learning, and motivation). (not open to first-year students; one course in psychology, biology or chemistry) 3 hrs. lect. **SCI** (M. Collaer)

PY 313 Legal Psychology (Spring)

This course will provide an overview of the role of psychological research in the legal system. Students will be asked to consider how psychology is intertwined with legal decisions of guilt, a defendant's competency to stand trial, eyewitness behavior, jury selection, jury decision making, capital punishment, the insanity defense, and other relevant topics. In addition to the text, students will read empirical studies and Supreme Court decisions relevant to the above topics. As psychology's role is contemplated, the strengths and limitations of the empirical research will be evaluated. (PY 105 or PS 102 or PS 104) 3 hrs. lect. **SOC** (M. McCauley)

PY 315 Approaches to Psychotherapy (Fall)

This course presents the central theories and practices of clinical and counseling psychology with emphasis on methods of therapeutic intervention. Students will explore the theoretical assumptions of common approaches (e.g., psychoanalytic, humanistic, cognitive, behavioral, eclectic, and other systems), watch and participate in example interventions, and evaluate each approach on both theoretical and empirical grounds. Basic assumptions of the therapeutic relationship, how such relationships are established, and the role of these relationships in modern society, will also receive attention. Students will be expected to take an active role in class activities, demonstrations, and presentations. (This course previously titled, *Fundamentals of Clinical and Counseling Psychology)* (Not open to first-year students; two psychology courses) 3 hrs. lect. (A. Jordan)

PY 327 Educational Psychology (Spring)

The goal of this course is to introduce students to a psychological understanding of teaching and learning through an overview of principles, issues, and related research in educational psychology. The course will examine theories of learning, complex cognitive processes, cognitive and emotional development, motivation, and the application of these constructs to effective instruction, the design of optimum learning environments, assessment of student learning, and teaching in diverse classrooms. (PY 216 or PY 225) 3 hrs. lect./1 hr. disc. **SOC** (A. Langrock)

PY 350 Directed Research in Psychology (Fall, Spring)

Directed research provides opportunities for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read background literature on the content area to be investigated and experimental methodologies to be used. Procedures involved in conducting psychological research will then be learned through firsthand experience in defining conceptual variables and in gathering, analyzing, and interpreting data. Finally, students will learn how to write technical articles in psychology by preparing a paper describing the project, using A.P.A. style. (*Approval required*, three psychology courses beyond the introductory level, not open to first-year students) (staff)

PY 401 Environmental Problems and Human Behavior (Spring)

There is no longer a question that our behavior is having a negative impact on the natural environment (contributing through overpopulation and overconsumption to such problems as global warming, ozone depletion, destruction of ecosystems, species extinctions, depletion of resources, pollution, etc.) The purpose of this course is to examine critically the role psychology has played in contributing to these problems and how understanding psychological principles may help us in problem solutions. We will consider such issues as fundamental human nature, our concept of self, limitations on problem solving ability, attitude formation and change, and models of behavior change. (Open to juniors and seniors only) 3 hrs. lect. (B. Osborne)

PY 405 The Psychology of Racial/Ethnic Minorities (Spring)

This course will explore areas within the field of psychology that relate to the experiences of racial and ethnic groups currently living in the United States. The course is also designed to be an interdisciplinary one. It will incorporate sociological and psychological perspectives to provide a comprehensive understanding of the issues and problems confronted by members of various racial and ethnic minority groups today. The course will examine issues related to self-concept, cognitive development, family dynamics, assimilation, pluralism, acculturation, biculturalism, bilingualism, and mental health as they pertain to U.S. minorities. (Open to junior and senior psychology majors or by approval only) 3 hrs. lect. (C.Vélez)

PY 408 Psychology of Marriage and Family Systems (Fall)
In this course, psychology majors will study the origins, historical development, and controversies of a systemic approach to marriage and family life. Students will read original sources and will actively participate in theory development and critique regarding "normal" and "pathological" family life. Dominant and emerging social science perspectives, from "individual" psychology to systemic theories to postmodern narrative therapy, will be explored. (PY 105 or by waiver; open to junior and senior psychology majors and minors only) 3 hrs. lect. (A. Jordan)

PY 417 Physiological Basis of Learning and Memory (Not offered 2002-03)
This seminar course deals with attempts to uncover the underlying physiological benefit from experience. Following an introduction to ethological and experimental approaches to learning, the strengths and weaknesses of various physiological approaches will be examined. Traditional lesions, biochemical and stimulation studies will be covered, but emphasis will be placed on plasticity in model systems and simple systems. (PY 301 or by approval)

PY 418 Biological Basis of the Mind: The View from When Things Go Wrong (Fall)
In this course we will examine neurological, psychological, and psychiatric disorders that shed light on the biology of the brain and its relationship to the mind and behavior. Disorders of study may include obsessive compulsive disorder, depression, bipolar disorder, Parkinson's disease, Huntington's disease, Tourette syndrome, schizophrenia, disorders of memory, and others. Case studies and clinical observation will be combined with the study of the brain circuitry and chemistry thought to underlie the disorders. Restricted to juniors and seniors with a background in physiology. (PY 301 or BI 370, or PY 224) 3 hrs. lect. (M. Collaer)

PY/WG 420 Psychology of Women and Gender (Not offered 2002-03)
This seminar will examine the development of theory and research on psychological issues relating to women and gender. Topics such as gender differences and similarities, stereotypes, and gender learning will be addressed. The course will also explore the impact of these issues on individuals' self-views and on relationships between women and men. Students will learn the skills necessary for thinking critically about gender issues as they are discussed and portrayed in academic and popular media. (Junior or senior psychology or Women's and Gender Studies majors)

PY 421 Seminar in Cognitive Development (Not offered 2002-03)
How does the immature mind of a newborn develop into the sophisticated and complex mind of the adult? As children grow older, their abilities to perceive, communicate, think, and remember undergo dramatic changes. This course will focus on the changes that accompany development in a wide variety of mental abilities. Such abilities include, but are not limited to, learning, memory, language, and reasoning. Theoretical perspectives that attempt to explain and predict these changes, as well as milestones in intellectual development, will be considered. (PY 225 or PY 305; open to juniors and seniors only)

PY 422 Children in the Legal System (Not offered 2002-03)
This seminar will provide an in-depth study from the psychological issues around children's participation in the legal system. We will discuss the historical role of children in court, the legality of using protective measures such as closed-circuit TV with child witnesses, the accuracy and suggestibility of children's reports, techniques to improve children's recall and testimony, custody issues in divorce cases, and special concerns of juvenile offenders. Readings consist of book chapters, empirical articles, as well as amicus briefs and Supreme Court cases relevant to child witnesses. (Open to juniors and seniors only. PY 202 or PY 313)

PY 423 Emotional Development (Not offered 2002-03)
Understanding emotions is central to understanding human development. This seminar will examine the theory and research on emotions from a variety of disciplines including philosophy, biology, and developmental, clinical, and social psychology. We will examine and discuss a variety of topics such as the physiological substrates of emotions, the role of emotions during social interactions, the effects of emotions on cognitive functioning, and associations between emotional distress and psychopathology. Students will be evaluated on in-class participation and presentations, written assignments, and a research project. (PY 216 or PY 225) (Open to junior and senior majors only)

PY 424 Exceptional Learners (Not offered 2002-03)
The purpose of this senior seminar is to provide a foundation and analysis of psychological, biological, social, and legal concepts related to the education of students with special needs. We will investigate the basic characteristics and educational needs of children and adolescents who have been determined to differ significantly from others in terms of mental, physical, and/or emotional characteristics and how teachers, psychologists, and other professionals might best provide appropriate and equitable educational services. Students will design and participate in community-based service-learning projects. (PY 216 or PY 225 or PY 327 [formerly PY 227]; open to juniors and seniors only)

PY 425 Diagnosis Using DSM (Spring)
In this advanced seminar, we will take an active-learning, case-study, approach to the diagnosis of mental disorders. In other words, you will learn about the diagnosis of psy-

chopathology by making diagnoses of persons in biographies, novels, and films. We will focus on how to make differential diagnoses using the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-**TR**). Thus, you will be learning the particular symptoms, signs, and diagnostic criteria of many mental disorders. You will learn how to identify them in specific cases and apply them to making valid diagnoses. (PY 224; open to juniors and seniors only) 3 hrs. lect. (M. Riess)

PY 427 Stress & Coping: Across the Lifespan (Fall)
The ways we respond to stress can affect our physical and psychological well-being. In this course we will assess the strengths and weaknesses of the different conceptual models of coping. In addition, we will examine the validity and reliability of a variety of methods utilized to assess coping responses. We will investigate whether differences in gender or developmental stage account for individual differences in responses and whether coping mediates the association between exposure to stress and psychopathology. Students will be evaluated on the basis of in-class participation, written assignments, and a research project. (One 200- and one 300-level psychology course; open to junior and senior psychology majors only) 3 hrs. lect. (A. Langrock)

PY 429 The Psychology of Social Identity (Spring)
This advanced seminar will examine the underpinnings of our different social identities including those related to race, ethnicity, and sexuality. We will draw from theory and research in social, evolutionary, and cultural psychology, as well as from resources in sociology and history to understand the surprisingly fluid nature of the categories that define who we are. This course will embrace issues such as ethnic conflict, group hierarchy, prejudice and discrimination, and homosexuality. (Open to junior and senior majors only) 3 hrs. lect. (J. Volckens)

PY 430 Memory: A User's Guide (Fall)
Why do we have trouble remembering our assignments, but do so well at "Jeopardy?" How can I remember names better? A deep understanding of how people remember will allow us to answer these and many other questions. Topics include information processing models of short term, long term and working memory, connectionist and network models, as well as cognitive neuroscience approaches. Readings will be a mixture of textbooks and journal articles. The class will have a seminar format, with emphasis on student presentations and contributions. Evaluations will be based on a research project, in-class presentations, and reaction papers. (PY 201; open to juniors and senior majors and minors only) (3 hrs. lect.) (J. Arndt)

PY 432 Genes and Behavior (Not offered 2002-03)
This class will investigate the fascinating and rapidly changing topic of how our genetic makeup influences our behavior. After an overview of basic genetics, we will explore subjects such as cognitive abilities, personality, and the interaction between genetic and environmental influences. We will also explore certain atypical situations, such as mental retardation and schizophrenia. We will rely on both textbook material and primary scientific literature for classroom lecture and discussion. Restricted to juniors and seniors in psychology.

PY/IS 454 Leadership: Politics and Psychology (Not offered 2002-03)
See International Studies listing for course description. This course is equivalent to IS 454 and PS 454. Approval only. Register for this course under IS 454.

PY 500 Advanced Research (Fall, Winter, Spring)
A program of research arranged to meet the needs of advanced students majoring in psychology. (Approval required) (staff)

PY 703 Honors Candidacy (Winter, Spring)
Students hoping to be considered as candidates for departmental honors must, under the sponsorship of a department faculty member, submit a formal, written research proposal to the department by 5 p.m. on Monday of the eleventh week of fall classes in their senior year. If the proposal is approved, the student will enroll in PY 703 during the winter and spring terms of the senior year. The decision about awarding departmental honors will be made after the student submits a thesis by 5 p.m. on Monday of the eleventh week of spring classes. An oral defense of the thesis may be scheduled and is required if the thesis is to be considered for high or highest honors. (PY 201 and PY 202, *Approval required*) (staff)

RELIGION

Professors: John Keenan (on leave), E. Burke Rochford, Robert Schine, Larry Yarbrough (chair); *Assistant Professors:* James Calvin Davis, Rebecca Kneale Gould (on leave), *Visiting Assistant Professor*: Theodore Nunez; William Waldron; *Lecturer:* Elizabeth Morrison.

The Department of Religion offers students the opportunity to become acquainted with the major world religions and with religious approaches to a wide range of topics and questions. Though emphasizing the study of individual religious traditions, the Religion faculty also offers courses that are comparative and interdisciplinary. In addition to courses in the traditions of Buddhism, Christianity, Hinduism, Islam, and Judaism, the department has special strengths in the areas of American religious history and Biblical studies (including Biblical Hebrew in the Classics Department). Members of the Department also have close ties to Environmental Studies and Women's & Gender Studies and can work with students who want to pursue majors in these programs.

Requirements for the Major: The major in religion requires satisfactory completion of 11 courses, including: (1) RE 110 and RE 120; (2) four additional courses, including at least one seminar, in one of the traditions or areas listed above; (3) three electives chosen in consultation with the adviser; (4) RE 400 the Seminar on the Study of Religion; and (5) RE 600, the Senior Project. In consultation with their adviser, students may petition to develop their Senior Project into a thesis. The thesis is an additional course (RE 700), but may be included in the eleven courses required for the major. (Guidelines for the Senior Project and Thesis are available on the Department's website.)

Joint Major: In consultation with the chair, students may design a joint major in Religion and another discipline taught in the College. For guidelines on developing a joint major, see the College Handbook.

Religion Minor: The religion minor consists of five courses, at least three of which must be in one of the traditions or areas listed above and include at least one 300-level seminar.

The Minor in Jewish Studies: (1) Any three of the following: RE 160 The Jewish Tradition, RE 260 Origins of Judaism, RE 261 Jewish Mystics and Philosophers, RE 280 Studies in Hebrew Bible/Old Testament, HI 350 The Jews in Modern Europe; plus (2) RE 360 Seminar in Jewish Thought.

Departmental Honors: Graduation with departmental honors requires at least a B+ on the Senior Project and a B+ average in courses counted toward the major. Only students who have completed a thesis are eligible for high and highest honors, which require A- and A respectively and at least a B+ in other courses counted toward the major.

INTRODUCTORY COURSES

RE 110 Introduction to Western Religious Life and Thought (Fall)

An introduction to the major religious traditions of the West: Judaism, Christianity, and Islam. 3 hrs. lect., 1 hr. disc. **PHL CMP** (staff)

RE 120 Introduction to Eastern Religious Thought (Spring)

An introduction to the major religious traditions and themes of Asia: Taoism, Confucianism, Buddhism, and Hinduism. Central themes from these traditions will be studied through the selected scriptures and texts of each tradition. 3 hrs. lect., 1 hr. disc. **PHL OTH AAL** (W. Waldron, E. Morrison)

RE 130 The Christian Tradition (Not offered 2002-03)

An introduction to the ecclesiastical and theological development of Christianity. The course will begin with the formation of doctrine in the first five centuries. Attention will then be given to the development of Roman Catholicism, the Reformation, and the rise of Protestantism. The latter part of the course will deal with the changes that have occurred in the post-Enlightenment period and end with some contemporary issues. **PHL EUR**

RE 140 Hindu Traditions of India (Not offered 2002-03)

An introduction to Hindu religious traditions of India, this course will trace the development of Hindu, mythology, philosophy, and society from Vedic times to the present, with special reference to the law of karma, caste, dharma, yoga, and liberation. Emphasis will be placed on gaining an appreciation of the rich multiplicity of religious thought and practice within the Hindu worldview through a study of its classical literatures, major sectarian divisions, and diversity of expressions. **PHL OTH AAL**

RE 150 The Islamic Tradition (Fall)

A historical and thematic introduction to the Islamic tradition and the worldwide Muslim community. Stressing sources, doctrines, practices, institutions, and modes of expression, topics will include: the life and times of Prophet Muhammad; the Qur'an, Islam's scripture; the division between the two major sects, Sunni and Shi'a; the formation of the traditions of Hadith and Shariah; Sunni schools of law and theology; diversity in Islamic faith and practice; and Islam in the West. 3 hrs. lect., 1 hr. disc. **PHL OTH AAL** (staff)

RE 160 The Jewish Tradition (Spring)

An introductory course on central themes and problems in Judaism and the life of "the People of the Book," with the goal of understanding contemporary ideas, institutions, and problems of Jewish life and thought in historical perspective. Topics will include: the formative ideas in Jewish thought monotheism, commandment, Torah; liturgy, ritual, and rhythm of Jewish life; theory and practice of the commandments; the tension between textual tradition and innovation; the origins and contemporary denominations of Judaism (Reform, Conservative, Reconstructionist, and Orthodox); Zionism and the meaning of Israel. 3 hrs. lect., 1 hr. disc. **PHL** (staff)

RE 180 An Introduction to Biblical Literature (Spring)

This course is a general introduction to biblical history, literature, and interpretation. It aims to acquaint students with the major characters, narratives, and poetry of the Jewish and Christian scriptures, with special emphasis on the ways scripture has been used and interpreted in Western culture. Students interested in more detailed analysis of the material should enroll in either RE 280 or RE 281. 3 hrs. lect., 1 hr. disc. **LIT PHL** (L. Yarbrough)

RE/HA 185 Art and the Bible (Fall)

This seminar will explore the biblical tradition as embodied in both the Old and New Testaments and as interpreted by a variety of major artists through painting, sculpture, prints, tapestries, and stained glass. By studying the work of art within its biblical and textual setting, we will explore the differences between biblical illustration and artistic interpretation. In addition to textual analysis, we will also consider the biblical work of art from a variety of broader perspectives, including historical, political, social, and autobiographical. 3 hrs. lect., 3 hrs. screening. **ART PHL EUR** (K. Wilson)

RE 190 Introduction to Religious Ethics (Fall)

This course is an introduction to the insight that western religious traditions lend to the evaluation of contemporary moral problems. To begin we will explore the various methods by which Protestantism, Catholicism, Judaism, and Islam conceive ethical issues, such as principle-based theories, virtue theory, casuistry, and narrative ethics. The second half of the course deals with specific moral problems like truth-telling, forgiveness, capital punishment, and sexual relationships. Primary attention will be paid to what selected authorities and thinkers in these traditions say about these issues, but the course also will provide students with the opportunity to develop their own approach to ethics. 2 hrs. lect., 1 hr. disc. **PHL** (J. Davis)

TEXT, TOPICS, AND TRADITIONS

RE 200-level courses are open to all students without prerequisite or permission.

RE 220 The Buddhist Tradition in India (Not offered 2002-03)
An introduction to the development of Indian Buddhist thought, practice and institutions. The course will begin with an examination of the life of the Buddha and the formation of tradition as represented by the ThreeJewels. It will then explore the elaboration of the Buddhist tradition from early Nikaya Buddhism, through the rise of the Mahayana and the development of tantra. Attention will be given throughout to parallels observable in the evolution of doctrine, cult practices and depictions of the path to Buddhist salvation. **PHL OTH AAL**

RE 221 The Buddhist Tradition in Korea and Japan (Not offered 2002-03)
From a historical and doctrinal perspective the course will examine the formation of Korean Buddhism and the thought of Zen master Chinul. Attention will turn to the implantation of Buddhism in Japan and the state sponsorship of the official Nara sects, Heian developments of Shingon, and the rise of Kamakura times of Pure Land and Zen movements. Modern discussions on the impact of Buddhism on society will be discussed and the role of modern interfaith dialogue briefly considered. **PHL OTH AAL**

RE 222 The Tantric Tradition in India, Tibet, China, Japan (Fall)
The Indian origins of Tantric doctrine and practice will be treated. Primary focus will be on Tibetan Buddhism and the development of the Tantric Buddhism of Tibet. Consideration will also be given to the East Asian trajectory of Tantrism, especially the thought of the Japanese Kukai and his Shingon tradition of Tantrism. 3 hrs. lect. **PHL OTH AAL** (W. Waldron)

RE 224 The Buddhist Tradition in Tibet (Not offered 2002-03)
This course will examine the Buddhist traditions of Tibet. Following a roughly chronological outline, we examine pre-Buddhist traditions, the introduction of Indian Buddhism, its transformation into distinctive Tibetan forms, their institutional demise in the twentieth century, and the current Tibetan Diaspora. A mixture of primary and secondary sources will be used. **PHL OTH AAL**

RE 225 Chinese Religions (Not offered 2002-03)
An introduction to the traditions of Confucianism, Taoism, and Buddhism as they developed in Chinese history. The course will examine the context and teachings of Confucius, Lao Tzu, and Chuang Tzu, and then move on to a consideration of the introduction of Indian Buddhism into China and its impact on Chinese patterns of thinking. The Buddhist traditions of T'ien-t'ai, Hua-yen will be examined, as well as the popular movements of Pure Land and Ch'an. **PHL OTH AAL**

RE 230 Nature and Grace: An Introduction to Catholicism (Not offered 2002-03)
Catholic life and thought cannot be understood apart from Thomas Aquinas, but they cannot be restricted to him either. This course offers an introduction to Catholicism that examines Thomistic teaching on sacraments, human nature and perfection, the highest end of individuals and societies, and the moral life. In addition, we will read modern theologians, philosophers, and literary writers who bring this tradition into the contemporary world. Readings in the Summa Theologica, von Balthasar, Maritain, Rahner, Flannery O'Connor, Hopkins, Liberation theologians, mystics, and moralists. **PHL**

RE/RU 231 The Russian Religious Experience (in English) (Not offered 2002-03)
See Department of Russian listings for description. **HIS PHL OTH AAL CMP**

RE/PA 232 Philosophy of Religion (Not offered 2002-03)
See Department of Philosophy for description. **PHL CMP**

RE 233 Medieval Christendom and Its Reformations (Not offered 2002-03)
This course examines the foundations of European Christianity, from the end of the Roman Empire to the end of Christian unity in the Protestant and Catholic Reformations. We begin when Europe was little more than a shadow in the great light of the Islamic empire to its east, and move from the theology under Charlemagne's court, to the rise of Christian high culture. Here we read some of the great saints and thinkers of Christian history: Anselm, Thomas Aquinas, Francis of Assisi, Hildegaard of Bingen. The late medieval period sees the rise of our culture: cities, nations and empires, and national churches. We read the intellectuals of this transformation: Luther, Calvin, Cranmer, Ignatius of Loyala, Theresa of Avilia. We end, with the movements and innovations of late medieval Christendom: the rise of preaching orders, lay movements, the radical reformers and rebels, the feminism of early modern Europe. **PHL EUR**

RE 235 Christianity and Modern Culture (Not offered 2002-03)
We live in a world at once intensely religious and intensely

secular. Western culture calls on a secular science and technology to master our world; it turns to a secular history to interpret its past. Philosophy, psychology and literature have been emancipated from their Christian apprenticeship. And yet, few periods in Western history have produced Christian thinkers and movements as creative and lasting as our own. The nineteenth and twentieth centuries have given us great system-builders and leaders indebted to Christianity. The rise of this world, so critical of religion yet so devoted to it, is the subject of this course. **PHL**

RE 236 The Tradition of the Eastern Orthodox Church (Fall)
This course is an introduction to Christian Orthodoxy as reflected in the Greek and Russian churches. We will treat the history of Orthodoxy in the early church, its centrality in the Byzantine empire, and the division between East and West. We will examine key doctrinal issues such as Christology and Incarnation, the Holy Trinity and the Theotokos, and the divine potential of human nature. We will also look at the liturgical experience that defines Orthodoxy as a living tradition, including the veneration of icons, the role of saints and monasticism, the significance of prayer and the sacraments. Readings include both early Fathers and modern theologians. 3 hr. lect./disc. **PHL EUR** (M. Hatjigeorgiou)

RE 238 The Catholic Tradition (Fall)
This course is an introduction to the thought, practices, and history of Catholic Christianity. Our study begins with a survey of the first fifteen centuries of the church's life, including the transition from persecuted sect to imperial religion, the rise of the papacy, the Great Schism, and the evolution of monasticism. We continue the narrative through the advent of colonialism and then look in depth at the historical development of a distinctively American Catholicism. Throughout our historical survey, attention is given to the theological ideas of important thinkers like John Chrysostom, Jerome, Augustine, Bonaventure, Thomas Aquinas, and John Courtney Murray. 3 hr. lect./disc. **PHL HIS** (J. Davis)

RE 250 Shi'a Islam (Not offered 2002-03)
While unified by a common belief in the Qur'an and the teachings of Prophet Muhammad, Muslims differ as to their specific interpretation of the Islamic venture. This course will attempt to understand the history and traditions of the Shi'a, one of the major streams of the Islamic faith. It will focus on the development, doctrines, and rituals of various Shi'ite subsects. Topics will include Shi'ite interpretations of religious and political authority, law, Qur'anic exegesis, and eschatology, as well as their distinctive modes of religious practices and piety. **PHL OTH AAL**

RE 251 Islamic Mysticism (Not offered 2002-03)
The inspiration of Islamic art and aesthetics is the quest for God. This course will study the inward journeys and devotions of Muslim mystics as lived and expressed in religious biography, art, literature, and fellowship since the seventh century. It will explore the teachings and central themes of Sufism, the esoteric path of Islam. Concepts of self, divine love, self-surrender, remembrance, and mystic intoxication will be introduced through a study of the writings of Muslim mystics, which encompass philosophical treatises, allegorical tales, and ecstatic poetry. **PHL**

RE 253 Islam in America (Not offered 2002-03)
It is predicted that by the end of this century, Islam will be the second largest religion professed in the United States. This course will examine the diverse Muslim communities of North America. Topics will include ethnic origins, social adaptation, religious institutions, and gender. A limited number of spaces are available to satisfy the College writing requirement. **PHL NOR**

RE 255 Islam in the Modern World (Spring)
This course offers an in-depth study of the modern Islamic movements of the late nineteenth and early twentieth centuries. We will start by investigating the rebirth of puritanical (Wahhabis of Arabia) and resistant movements to European military challenges (Sufi orders of North Africa). The focus of the course will be the intellectual ferment that we now call "reformist Islam." The religious reform movements of Egypt, India, and the late Ottoman Empire will be closely analyzed. The course will provide a theoretical and analytical framework to explain the persistent relevance of religious movements in the modern world. The course will end with an investigation of political Islam and fundamentalist movements of the late twentieth century: Muslim Brothers, Iranian Revolution, Hezbollah, Taliban and radical Jihad groups. 3 hrs. lect. **PHL OTH AAL** (staff)

RE/WG 259 Women in Islam (Not offered 2002-03)
This course offers a comparative and interdisciplinary perspective on the lives of women in Muslim countries. It starts with an examination of the status and rights of women in the classical tradition: the Qur'an, prophetic tradition, literature, and the Shari'ah. The course then traces the history of the modern feminist movement in Muslim countries and the current debate on women's rights in Islam. The issues covered include: sex segregation and veiling, education and work, legal reforms and their (in)effectiveness, and fundamentalism and the rise of Islamic feminism. The material for discussion includes novels, films, and documentaries. **PHL OTH AAL CMP**

RE 260 The Origins of Judaism (Not offered 2002-03)
A historical study of the formative years of Judaism, this course surveys Judaism from the end of the Babylonian exile through the Muslim conquest in the seventh century. Focus is placed on such topics as: Hellenism, the varieties of Judaism in antiquity, the crisis precipitated by the destruction of the Second Temple, and the emergence of Rabbinic Judaism. Texts are drawn from the Jewish Bible, Rabbinic literature, apocrypha and pseudepigrapha, Philo, Josephus, the Dead Sea Scrolls, and the New Testament. (Students seeking a general introduction to Judaism are encouraged to take RE 160.) **PHL HIS**

RE/LI 266 Modern Hebrew Literature in Translation (Spring)
Modern Hebrew is arguably the only modern language to have been purposefully revived from its ancient roots. While its literature is actively involved in creating this new language, it also explores themes of Zionism, nationalism, existentialism, enlightenment's friction with faith, Israeli and Palestinian identity, the Holocaust, and the modern Jewish condition. This course surveys modern Hebrew literature in translation, with an eye to its reflection of Judaism, Zionism, and Israeli national identity. Authors include Agnon, Bialik, Tchernichowsky, Oz, Yehoshua, Goldberg, Appelfeld, Amichai, Gilboa, Rachel, and others. No knowledge of Hebrew required. 3hrs. lect. **LIT** (D. Edleson, Dean, Cook Commons, Instructor)

RE 270 The Shaping of American Religious Life (Not offered 2002-03)
This course is an historical survey of religion in America from colonial times to the present. Using a combination of primary and secondary texts, we will study the rise and fall of the "Protestant spirit," the emergence of three kinds of Judaism, the evolution of American Catholicism, the origins of fundamentalism and Pentecostalism, the development of Islam in America, and various expressions of African-American faith , from the traditional religions of African slaves to the emergence of African-American Christian denominations. In doing so we will consider the effects of nationalism, civil war, immigration, urbanization, modernism, and other social and cultural changes on American religious thought. **PHL HIS USA NOR**

RE/SA 273 American Religious Communities (Not offered 2002-03)
The course considers the emergence and development of a variety of religious communities and movements within the North American context, including the Shakers, the Oneida community, Evangelical Christians, Mormons, the Amish, Orthodox Jews, Conservative Catholics, practitioners of Witchcraft, Hare Krishna, and the Children of God/Family. In addition to tracing the history of each group, the course considers a number of sociological issues and questions, focusing on how religious communities struggle with the problem of linking religious belief and practice to members' everyday lives. How do religious communities seek to resist mainstream American culture in a collective effort to avoid accommodation and secularization? What forms of social organization facilitate resistance, or, alternatively, result in community fragmentation and accommodation? Why have some American religious communities been more enduring across time, while others have failed? (formerly RE/SA 373) **PHL SOC USA NOR**

RE 280 Studies in Hebrew Bible/Old Testament (Fall)
This is an introductory level course that treats the Pentateuch, Prophets, and other select writings of the Hebrew Bible/Old Testament. This year the course will focus on the themes of creation and election. Recent secondary literature will augment reading of the texts. (For an introductory survey of the Bible, see RE 180.) 3 hrs. lect. **PHL HIS** (L. Yarbrough)

RE 281 Studies in the New Testament (Not offered 2002-03)
Studies in the New Testament is an introductory level course that focuses on select themes and methods. This year the course will treat the Gospels of Matthew and John, Paul's letter to Rome, and the Epistle to the Hebrews. Recent secondary literature will augment reading of the texts. (For an introductory survey of the New Testament, see RE 180.) **HIS PHL**

RE 287 Greco-Roman Religions (Not offered 2002-03)
This course examines the diversity of religious thought and practice in the Greco-Roman world. After a brief treatment of early Greek and Roman religions, it will focus on the Hellenistic, late Republic, and early Imperial periods. Topics to be considered include: adaptation of early Greek and Roman "myths," sacrificial practices, the emergence of "oriental" religions, the Imperial cult, and critiques of religion. **PHL EUR**

RE/WG 288 Hebrew Bible and Ancient Near Eastern Religion (Not offered 2002-03)
The Bible vehemently condemns the religious practices of the nations surrounding Israel. In this course we will study Ancient Near Eastern Religions, their Goddesses, Gods, myths, practices and texts, and see how they relate to biblical religion. We will look at ancient Sumerian, Mesopotamian, Akkadian, Canaanite and Hebrew religions and see how each reflected its view of power, gender, cosmogony, and sex. We will focus on the role of women in Ancient Near Eastern religious life and to manifestations of the Divine Feminine in these traditions, including the Bible. **LIT PHL**

RE/WG 290 Women's Religious Life and Thought (Not offered 2002-03)
This course offers an opportunity to study the rich history of women's religious experience in the West. Beginning with biblical material, we will explore the spiritual biographies of women who were active in, and often critical of, their traditions. Readings in the lives of Roman women in the late Empire; the mystical experience and reforming activity of medieval women; the expanding roles and expectations of women in the modern world; abolition; women's ordination; response to war and Holocaust; the return to orthodoxy; the contemporary world and feminist analysis of Judaism and Christianity. **PHL**

RE 292 Psychology of Religion (Not offered 2002-03)
Western religions are often defined as sets of beliefs, propositions considered true by their adherents. But what of the holder of those beliefs, the inner experience of the faithful person? The psychology of religion asks and explores those questions. This field of study draws upon the European heritage of philosophy and depth analysis of

human personality. We will study both American and European contributions, from the theologians and psychologists, some hostile and some friendly to religious belief. Authors include: William James, Gordon Allport, Rudolf Otto; Freud, Jung, Rikson, and Kierkegaard. **PHL SOC**

RE 293 Religion, Ethics, and Health Care (Spring)
This course is an introduction to biomedical ethics, or the principles, virtues, and other moral norms that guide decision-making in health care. Focusing on moral norms accepted by Protestant, Catholic, Jewish, and humanistic traditions and embedded in a liberal, pluralistic society, this course will consider their implications for euthanasia and assisted suicide, abortion, assisted reproduction, genetics, using human subjects in research, and other health care issues that occupy public debate. Popular films and numerous actual and hypothetical cases that raise important issues in biomedical ethics will be used throughout the course. 3 hrs. lect./disc. **PHL USA NOR** (J. Davis)

RE 295 Faith, Freedom, and Ecology (Fall)
This course will introduce students to some of the prevailing questions in environmental ethics, ecotheology, and the emerging field of ecocriticism. What is the proper relationship between humans, the natural world, and the divine? What is our moral responsibility to ourselves and to the planet? How do freedom and constraint play a role in our choices? Do men and women experience nature (and responsibilities toward nature) differently? Lectures and readings will approach these questions from a variety of philosophical, historical, and religious perspectives (primarily Western) and will include Jewish, Christian, feminist, pragmatist, scientific, and Native American voices. 3 hrs. lect. **PHL** (T. Nunez)

SEMINARS IN RELIGION

RE/SA 308 Sociology of Religion (Fall)
See Department of Sociology/Anthropology for description. **PHL SOC USA NOR** (B. Rochford)

RE 310 Issues in Modern Religious Thought: Religion and Globalization (Fall)
In a complex and pluralistic world, how are we to think about and respond to global moral issues such as human rights, violence and conflict resolution, poverty and distributive justice, and environmental change and degradation? Is cross-cultural moral understanding and collective action possible? Do we need a global ethic? This seminar in religious ethics, designed as a seminar, will employ phenomenological, comparative, and dialogical approaches in the study of selected moral issues within the dynamic contexts of ongoing interreligious dialogue and an accelerated globalization process. Through analysis and discussion of readings and case studies, students will develop empathetic understanding and appreciation of religious differences and similarities, greater awareness of one's own assumptions and biases, disciplined reflection on the relation of values and beliefs to policies and practices, and interpersonal skills in working with others to address serious ethical issues. 3 hrs. sem. **PHL** (T. Nunez)

RE 315 Comparative Themes in the Study of Religion (Not offered 2002-03)
Topic to be determined by the Instructor

RE 320 Seminar in Buddhist Philosophy (Spring)
In this course we examine the important Indian Buddhist school of philosophy known as the Middle Way (Madhyamaka), which focuses on the notions of Emptiness—the lack of intrinsic identity—and its correlate, Dependent Arising—the conditionality of all phenomena. This school critiques essentialist positions regarding ontology, epistemology, and linguistic referentiality. This deconstructive philosophy results not in nihilistic despair over the lack of absolute knowledge, but in the reaffirmation of conventional reality and the relative validity of reason, meaning and morality. We will use Buddhist as well as Western texts to engage issues of self-identity, causality, and morality. 3 hrs. sem. **PHL OTH AAL** (W. Waldron)

RE 323 Introduction to Burmese Buddhism (Not offered 2002-03)
This course examines the history and development of Theravada Buddhism in Burma. We will begin with an overview of native and modern scholarly accounts of the origins of the Theravada tradition and its impact on Burma in the ancient period. Attention will be given to the rise of Theravada Buddhism as a state cult at Pagan beginning in the eleventh century, its impact on Burmese polity, economy and society from that time onward, and its interactions with Burma's several popular cults and folk traditions. The course will conclude with an examination of new religious trends within Burmese Buddhism during the modern period. **PHL OTH AAL**

RE 325 Seminar in Buddhist Studies (Spring)
We will study the introduction of Buddhism to China and its development in that cultural setting. We begin by considering the profound differences between Buddhism and Chinese culture and the possible reasons for the widespread acceptance of Buddhism in China. We then address Chinese innovations in Buddhist thought and practice, relations between Buddhists and the state, and the interaction of Buddhism and popular religion. We will conclude with a brief investigation into the current state of Buddhism in mainland China, Taiwan, and Chinese diaspora communities. (RE 120 or RE 220 or RE 221 or RE 222 or RE 224 or RE 225) 3 hrs. sem. **PHL OTH AAL** (E. Morrison)

RE 326 Seminar in Buddhist Ethics (Not offered 2002-03)
Topic to be determined by the Instructor

RE 327 Seminar in Taoism (Not offered 2002-03)
Topic to be determined by the Instructor

RE 328 Seminar on Japanese Religions (Not offered 2002-03)

Topic to be determined by the Instructor

RE 350 Seminar in Islam (Not offered 2002-03)

Topic to be determined by the Instructor

RE 360 Seminar in Jewish Thought: Philosophical and Religious Truth—Three Thinkers (Fall)

A study of three seminal works in Jewish thought, Maimonides' *Guide for the Perplexed* (1190), Spinoza's *Theological-Political Treatise* (1670) and Mendelssohn's *Jerusalem* (1783). The seminar will focus on one question and its ramifications—whether philosophy or religion leads to true human happiness—and follow this theme from Maimonides' reconciliation of the Neo-Aristotelian worldview and Biblical thought, through Spinoza's critique of Judaism, his critique of religion and his argument for freedom of conscience, to Mendelssohn's use of Spinoza, his concept of rational religion and of Judaism as (revealed legislation), and his own argument for religious toleration. 3 hrs. sem. **PHL HIS** (R. Schine)

RE 361 Seminar in Ancient Judaism (Spring)

The topic of the seminar this year is Jews, Greeks, and Romans. We will examine the ways Judaism responded to the rise of Hellenism, both in Judea and the diaspora, and to the emergence of Rome as a dominant world power. We will read widely in the Jewish literature of the time, including works of the Apocrypha and Pseudepigrapha and the writings of Josephus and Philo. We will also consider attitudes of Greeks and Romans toward the Jews as reflected in their literature and official policies. 3 hrs. sem. **PHL HIS** (L. Yarbrough)

RE 370 Seminar in American Religious History (Not offered 2002-03)

Topic to be determined by Instructor

RE 371 From Puritanism to the Gospel of Wealth (Not offered 2002-03)

Scholarship and popular rhetoric alike often claim that the American obsession with economic advancement is a manifestation of our "Puritan spirit." In reality, however, the Puritans understood both personal industry and a commitment to the larger social good to be mutually binding, and sometimes competing, moral values. This course contends that the *tension* between personal wealth and the common good is the true "Puritan spirit." We will examine the ways in which this tension was reinterpreted in successive generations of American Christianity, culminating in the stand-off between the Social Gospel and Carnegie's "gospel of wealth" at the turn of the twentieth century. **PHL HIS USA NOR**

RE 375 Separation of Church and State: Religious Foundations for an American Idea (Not offered 2002-03)

This course will consider the meaning of the religion clauses of the First Amendment, with special attention given to the ways in which different definitions of "religion" and "politics" can affect the interpretation of their relationship. Our study of this American doctrine will begin with an examination of its historical foundations in the thought of Roger Williams, Thomas Jefferson, James Madison, and Isaac Backus. We then will trace the evolution of interpretation by attending to Supreme Court jurisprudence on church/state relations, primarily from the twentieth century. Finally, we will read analyses of the relationship between religion and public participation by contemporary thinkers such as Rawls, Greenawalt, Thiemann, Stephen L. Carter, and Martin Marty. **PHL SOC USA NOR**

RE 376 Religion and American Politics (Spring)

Does religion belong in politics? Should religious reasons be permitted in public political debate? Should candidates for office publicly declare their religious beliefs? Are orthodox Christianity, Judaism, and Islam fundamentally incompatible with democratic principles? This course examines these and similar questions regarding the relationship between religion and American democracy. We will study the role religion does in fact play in American politics, but primarily we will ask what role, if any, religion should play in politics. We will consider this last question by consulting a number of important contemporary political philosophers and theologians. (RE 190 or PS 101 or PS 107 or by waiver) 3 hrs. sem. **PHL SOC** (J. Davis)

RE 380 Seminar in Biblical Studies (Not offered 2002-03)

Topic to be determined by the instructor.

RE 385 Seminar in Christian Origins (Not offered 2002-03)

Topic to be determined by the instructor.

RE 387 Seminar on the Religions of Rome (Not offered 2002-03)

This seminar will examine the public religions of the late Republic and early Empire, the private religions of Roman households, and the emergence of religions from the east—including Mithraism, Judaism, and Christianity. Readings will deal with both theology and practice, with a view to discovering what was common and what unique. Primary readings will be drawn from histories, drama, novels, satires, philosophical treatises, and inscriptions; secondary readings will treat individual religious traditions and attempts to understand the period as a whole. Prior study of the history or religions of the period strongly recommended. **HIS PHL**

RE/WG 391 Seminar on Women and Religion (Not offered 2002-03)

Topic to be determined by the instructor.

RE 395 Religion, Ethics, and the Environment (Spring)

This course will put environmental concern in historical, cross-cultural and multi-religious perspective. Lectures and readings will consider what a variety of religious traditions have to say (or not) about "nature" both in earlier periods and in the present. Our approach will be topical and will include: the significance of animals, the meaning of "sacred landscape," philosophical speculations on the term "nature," the use of religious traditions to affirm or deny the value of the natural world, and varieties of religious environmental activism. Buddhist, Native American, and Hindu perspectives will be treated throughout, with some comparative attention paid to Western traditions. (RE 120 or RE 130 or RE 140 or RE 230 or RE 295) 3 hrs. sem. **PHL OTH** (T. Nunez)

RE 400 Seminar on the Study of Religion (Fall)
This seminar for advanced religion majors examines methods and approaches to the study of religion and provides guidance in researching and writing the senior projects. (Open to junior and senior religion majors or by waiver.) 3 hrs. sem. (W. Waldron)

RE/IS 438 Struggles of the Sacred and the Profane (Not offered 2002-03)
See International Studies for description. This course is equivalent to IS 438 and HI 438.

RE/IS 435 Religion and Conflict (Not offered 2002-03)
See International Studies for description. This course is equivalent to IS 435 and PS 435.

RE 500 Independent Research (Fall, Winter, Spring)
(Approval required) (staff)

RE 600 Senior Project (Spring)
(Approval required) (staff)

RE 700 Senior Research for Honors Candidates (Fall, Winter, Spring)
(Approval required) (staff)

RUSSIAN

Professors: Thomas Beyer, Sergei Davydov, Michael Katz, Kevin Moss (chair); *Assistant Professor:* Tatiana Smorodinska (on leave academic year); *Visiting Lecturer:* Svetlana Titkova; *Emerita Lecturer:* Alexandra Baker.

Our goal is to make our students proficient at speaking, reading, writing, and listening to Russian and to facilitate their understanding and appreciation of Russian literature and culture. Most of our majors combine academic year study on campus and a junior year or semester in Russia to maximum advantage. Many also study in the intensive language program of Middlebury's summer Russian School. At the end of four years, our students can interact freely with native speakers in both formal and informal settings and participate comfortably in many aspects of Russian life. They are prepared to use their Russian in a wide range of career settings at home and abroad or to apply it to graduate study of politics, law, history, business, education, literature, economics, linguistics, journalism, and other disciplines.

The Russian department also offers courses in English for students who would like an introduction to the masterpieces of Russian literature and to the complex and fascinating Russian culture.

Courses Taught In English: The following courses in Russian literature are taught in English and are open to all Middlebury students: RU 122 The Russian Mind (includes culture and history in addition to literature); RU 151 Russian Literature's Golden Age: 1830-1880; RU 152 Russian Literature's "Bloody Age": Twentieth Century Literature and Society; RU 251 Epic, Myth, and Ritual in Soviet Literature; RU 351 Dostoevsky; RU 352 Tolstoy; RU 354 Chekhov; RU/AL 359 Nabokov. Other courses in English are RU/RE 231 The Russian Religious Experience, RU 232 The Origin and Nature of Human Language, RU 233, Russian Perceptions of America, RU 245 Russian-Soviet Film: Illusion and Reality, and RU/WG 255 Gender and Sexuality in Russian Culture.

Major Requirements: Normally, majors must complete second-year Russian, RU 151, RU 152, four other courses, including at least a semester in Russia, and a senior seminar. Each student's program is planned individually with the department chair. Students planning careers in government, business, or law are advised to consider a major in the Russian and East European studies track of the international studies program. Russian majors also frequently combine their language study with a minor in economics, geography, history, or political science, or do a joint or double major with one of these subjects. Majors planning teaching careers should study a second language, preferably through at least the third-year level, and should consult members of the teacher education faculty regarding certification.

Departmental Honors: Majors with a B+ average in Russian courses and a B average overall will be encouraged to prepare an honors thesis. The final copy of the thesis is due April 20 of the year of graduation. An A thesis will receive highest honors; an A-, high honors; and a B+, honors.

Minors: The Russian department offers two minor programs: The Russian language minor includes RU 101, RU 103, RU 201, RU 202, any two of RU 301, RU 411 and RU 412. The Russian literature and culture minor includes any two of RU 122, RU 151, RU 152, RU/RE 231, RU 245 and RU/WG 255, and three of the following: RU 351, RU 352, RU 354, and RU/AL 359. A first-year seminar may, on occasion, be substituted for one of these courses.

Junior Year in Russia: All majors and language minors are encouraged to study for a year in Russia. Middlebury's programs at Irkutsk State University, Russian State University for the Humanities in Moscow, Voronezh State University, and Yaroslavl State University are open to juniors who have completed 300-level Russian. Students are strongly encouraged to spend a summer in the Russian School before beginning study in Russia. Students who have completed only 200-level Russian must spend the fall semester at Voronezh or Yaroslavl in an intensive 300-level Russian language program. During a first semester, students who have completed the 300-level study conversation, composition, and culture/civilization courses organized exclusively for our students, and one or more mainstream courses, with Russian students, selected from the full university curriculum. During a second semester, students normally take two mainstream courses from the regular university curriculum in addition to language and other courses specifically organized for Middlebury. Students unable to attend for a full year may study in Russia for one semester, preferably in the fall. The following courses are among those offered at our programs in Russia in recent years. While we cannot guarantee that each of these courses will be available on a regular basis, they are representative of the kinds of offerings students may expect:

In Irkutsk:

Russian Literature of the Nineteenth Century
Language of the Mass Media
Scientific Texts
History of Russia 1917-1970 Through Film
Siberian Culture and Ethnic Groups

In Moscow:

Russian Folklore
History of Economics
Nationalities and Contemporary Political Problems
The Language of Russian Business

In Voronezh:

Survey of Nineteenth- and Twentieth-Century Russian Literature
History of the Russian Language, Eleventh-Eighteenth Centuries
Masterworks of Russian Prose and Poetry
Russian Prose Translation
Russian Civilization and Culture: Art, Music, and Folklore

In Yaroslavl:

History of Russia, Tenth-Seventeenth Centuries
Modern Russian History and Contemporary Politics
Readings in Russian Literature
Russian Prose Translation
Russian Civilization and Culture: Art, Architecture, and Music

RU 101 Beginning Russian (Fall)
An approach to the language using four skills (speaking, listening, reading, and writing) provides a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing, and a conscious understanding of the fundamentals of grammar prepare a strong foundation for work in advanced courses or for reading in specialized fields. 3 hrs. lect., 3 hrs. drill. **LNG** (T. Beyer, S. Titkova)

RU 102 Beginning Russian (Winter)
Continuation of RU 101. (RU 101 or equivalent) **LNG** (S. Titkova)

RU 103 Beginning Russian (Spring)
Continuation of the approach used in RU 102, but with increased emphasis on reading. (RU 102) 3 hrs. lect., 3 hrs. drill. **LNG** (K. Moss, S. Titkova)

RU 122 The Russian Mind (in English) (Fall)
An introduction to the dominant themes of Russia's past and their impact on the shaping of the present-day Russian mind. We will investigate how the occidental and oriental elements blend into a unique Euro-Asian culture, nation, and world power. The topics selected for investigation include: Slavic mythology; Russian Orthodoxy; the concept of autocracy and the legacy of Peter the Great; Pushkin, Gogol, Dostoevsky, and Tolstoy; origins of Russian radicalism; the legacy of Lenin and Stalin, Khrushchev, Brezhnev and Gorbachev, and a look at Boris Yeltsin and beyond. 3 hrs. lect. **LIT HIS OTH AAL** (S. Davydov)

RU 151 Russian Literature's Golden Age: 1830-1880 (in English) (Fall)
Duels, ghosts, utopias, murders, prostitution, and adultery these are the raw materials Russian authors turned into some of the world's greatest literature. This course is an introduction to Russian literature of the nineteenth century, from the short stories of Pushkin and Gogol to the great novels of Dostoevsky and Tolstoy. The centrality of literature in Russian society and the interrelations among the authors and texts will be discussed. How do the authors combine reality, fantasy, and philosophy to make these works both uniquely Russian and universal? A limited number of spaces are available for students wishing to satisfy the College writing requirement. 3 hrs. lect. **LIT EUR** (S. Davydov)

RU 152 Russian Literature's "Bloody Age": Twentieth-Century Literature and Society (in English) (Spring)
Writers die for literature in Russia. This course is a survey of Russian literature from before the Revolution to the present. Beginning with Chekhov's stories, we will read supernatural tales, futurist utopias, and harrowing realistic accounts of life in the prison camps of Siberia. Official, émigré, and underground literature will be read to show the complex role of literature in Russian life and politics. A limited number of spaces are available for students wishing to satisfy the College writing requirement. 3 hrs. lect. **LIT EUR** (S. Davydov)

RU 201 Intermediate Russian (Fall)
Systematic review of grammar and development of the spoken and written skills attained in Beginning Russian. (RU 103 or equivalent) 3 hrs. lect., 3 hrs. drill **LNG** (K. Moss, S. Titkova)

RU 202 Intermediate Russian (Spring)
Continuation of approach used in RU 201. Reading of contemporary Russian texts, conversation, and written assignments in Russian based on reading assignments. (RU 201 or equivalent) 3 hrs. lect., 3 hrs. drill **LNG** (K. Moss, S. Titkova)

RU/RE 231 The Russian Religious Experience (in English) (Not offered 2002-03)
In its origins Christianity was Eastern rather than Western. The Russian Primary Chronicle relates how Vladimir I, Grand Prince of Kiev, sent his emissaries to Constantinople to choose a religion; after Vladimir's baptism in 988, Eastern Orthodox Christianity flourished in the lands of *Rus'*. This course will examine major aspects of the Russian religious experience: doctrinal differences between East and West; the history of the Russian Orthodox Church; Russian religious art (icons) and church architecture; Byzantine liturgical music; and the state of the church in post-Soviet Russia. (First-year students wishing to take this course should request a waiver from the instructor.) **HIS PHL OTH AAL CMP**

RU 232 The Origin and Nature of Human Language (in English) (Not offered 2002-03)
Language is the most complex expression of our humanity and individuality. This course will investigate what is known of the origins of human language and examine current thinking on the nature and function of language. The work of the seminar will be highly interactive: students will acquire basic linguistic concepts, apply them to one of the languages they know, and share that information with others in Middlebury and beyond via the World Wide Web. (Study or knowledge of one language other than English essential.) **SOC EUR CMP**

RU/IS 233 Russian Perceptions of America (in English) (Not offered 2002-03)
This course will examine Russian perceptions of the people and institutions of the United States during the twentieth century. Students will read firsthand accounts by a broad selection of Russian observers, then analyze both the authors' reactions to America and their own reactions to the foreigners' perceptions. Readings will be in English, though native Russian speakers and students returning from study in Russia will read original texts where appropriate/available. 3 hrs. sem. lect./disc. **SOC EUR CMP**

RU 245 Russian-Soviet Film: Illusion and Reality (Not offered 2002-03)
In the twentieth century, cinema became the most popular form of propaganda and entertainment in the former Soviet Union. In Russia today film remains an important transmitter of new social ideas and spiritual concerns. The course will survey the development of the Russian cinema, exploring the historical background, cultural and literary context, and political "sub-context" of selected popular Russian films as well as different film techniques. We will analyze films of various genres, such as drama, musical, comedy, the Russian "eastern," melodrama, and sci-fi, ranging from silent films to the most recent ones. **ART OTH EUR**

RU 251 Epic, Myth, and Ritual in Soviet Literature (in English) (Not offered 2002-03)
This course will examine the role of literature in Soviet culture in the light of theories of myth in traditional societies and in comparison to some of the earliest literary embodiments of myths. We will compare the major ritualized literary genres of ancient Greece, epic and tragedy, with the most important genres of the Soviet period, the socialist realist novel and film. **LIT EUR**

RU/WG 255 Gender and Sexuality in Russian Culture (in English) (Not offered 2002-03)
This course will investigate the categories of gender and sexuality in Russian culture. We will look at literary texts and films from various periods to see how these categories were constructed in pre-Revolutionary Russia, in the Soviet Union, and in post-Soviet Russia. Topics addressed will include Russian definitions of masculinity and femininity, same-sex desire, and the connection between political and sexual dissidence. Works to be examined include traditional folk tales, Tolstoy's "Kreutzer Sonata," Nagrodskaya's *Wrath of Dionysus*, Kuzmin's *Wings*, and the films *Bed and Sofa* and *Little Vera*. lect. and disc. **LIT EUR** (K. Moss)

RU 301 Advanced Russian (Fall)
Further development of spoken and written Russian. Reading and listening skills will be developed through exposure to a variety of media and genres, including films and the Internet. Conversation topics will be based on authentic readings in contemporary Russian issues. (RU 202 or equivalent) 3 hr. lect. (S. Titkova)

RU 351 Dostoevsky (in English) (Spring)
Classroom discussion of the major novels of Russia's most misunderstood genius. Brief lectures will attempt to define for a Western reader the uniquely Russian experience of Dostoevsky. The course will devote special attention this year to Dostoevsky's vision of St. Petersburg in his writings. **LIT EUR** (T. Beyer)

RU 352 Tolstoy [in English] (Not offered 2002-03)
A study of the major works by literary giant Leo Tolstoy. Readings include early short fiction such as "Family Happiness," selected excerpts from *War and Peace* accompanied by a screening of the subtitled Russian film, in-depth analysis of *Anna Karenina*, and several late, post-conversion tales including "The Death of Ivan Ilych." No knowledge of Russian required. 3 hrs. lect. **LIT EUR**

RU 354 Chekhov (in English) (Not offered 2002-03)
A study of Chekov's major dramatic output (in English translation): how to read a play; survey of the history of Russian theatre before Chekhov; Turgenev's *Month in the Country*; Chekhov's evolution as a writer (short stories, tear-jerkers, and vaudevilles); analysis of his four major plays: *Seagull, Uncle Vanya, Three Sisters,* and *Cherry Orchard;* Chekhov's European contemporaries and his Russian successors. 3 hrs. lect. **LIT EUR**

RU/AL 359 The Art of Vladimir Nabokov (in English) (Not offered 2002-03)
A study of the "perverse" aesthetics of this Russian-American writer. We will expose the hidden plots under the surface of his fiction, follow and arbitrate the ongoing contest between the author and his fictional heroes, and

search for the roots of Nabokov's poetics in Western and Russian literary traditions. An attempt will be made to show the continuity between the Russian and English works of this bilingual and bicultural writer. 3 hrs. lect. **LIT USA NOR**

RU 411 Russian Culture and Civilization I (Not offered 2002-03)
This course offers a bilingual approach to the study of Russian culture from its origins to the mid-nineteenth century. Works of literature, art, and music will be examined in their historical context. Particular emphasis will be devoted to the improvement of oral and written skills. (RU 202 or equivalent) **LIT HIS EUR**

RU 412 Russian Culture and Civilization II (Spring)
This course continues RU 411 but may be taken independently. It offers a bilingual approach to the study of Russian culture from the second half of the nineteenth century to the present. Works of literature, art, and music will be examined in their historical and political context. Particular attention will be devoted to the improvement of oral and written skills. (RU 202 or equivalent) 3 hrs. lect. **LIT HIS EUR** (S. Davydov)

RU 500 Advanced Studies in Language and Literature (Fall, Winter, Spring)
Supervised individual study for highly qualified students. (*Approval required*) (staff)

RU 700 Senior Independent Study Project (Fall, Winter, Spring)
(*Approval required*) (staff)

RU 704 Senior Seminar (Fall)
(Senior majors) 3 hrs. sem. (S. Davydov)

SOCIOLOGY/ANTHROPOLOGY

Professors: A. David Napier, Margaret Nelson, E. Oxfeld, E. Burke Rochford; *Associate Professor:* Theodore Sasson (chair); *Assistant Professors:* David Eaton, Dwight Fee (on leave), Marc Garcelon (on leave), David Stoll (on leave); *Visiting Assistant Professors:* Michael Sheridan; *Visiting Instructor:* Hilda Llorens

The Department of Sociology/Anthropology has the unique feature of combining two disciplines within a single departmental major. We encourage students to take full advantage of this opportunity to develop a perspective for the systematic analysis and understanding of human behavior. Based on the empirical findings of the closely related disciplines of sociology and anthropology, this perspective is inherently comparative, in that the department is concerned with the impact of culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts, and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience, and sociology is concerned primarily with the role of social interaction and the social structure in human experience.

Required for the Major in Sociology/Anthropology: A minimum of ten fall and spring term courses will constitute the major. The core of the departmental major consists of five required fall and spring courses (SA 103, SA 105, SA 305 or SA 306, SA 301 or SA 302, and SA 700 or SA 710), which emphasize basic concepts, theory, and research methods. Each student will also be required to take at least one 400-level seminar (preferably in the junior year). In addition, each student may choose at least four electives from the variety of substantive courses offered by the department, no more than two of which may be 100-level courses. Strongly recommended: at least one area studies course.

Ideally, students should take Research Process (SA 301 or SA 302) in their junior year in order to prepare themselves for their senior research and writing project. If a major anticipates being away during all or part of the junior year, the Research Process course should be taken during the sophomore year.

Joint Major in Sociology and Psychology: Required sociology/anthropology courses: SA 105; SA 252; either SA 301 or SA 302; SA 305; one of SA 103, SA 191, SA 288, or SA 355; one 400-level seminar; and one elective. Required psychology courses: PY 105; PY 201; PY 203; two core courses from PY 204, PY 206, PY 207, PY 215 (or PY 327), PY 224, PY 225 (or PY 216 or PY 226), PY 301, PY 303, PY 305, PY 306; one 400-level seminar; and one elective. Students who elect to do a senior thesis are required to take only one 400-level seminar in either sociology or psychology. Students should consult their adviser about honors in the joint major.

Sociology Minor: SA 105; one 200-level course; and three elective courses in sociology, no more than one of which can be at the 100 level.

Anthropology Minor: SA 103; two courses in the "Area Studies in Anthropology" section below; two elective courses in anthropology, no more than one of which can be at the 100 level.

Senior Courses: The senior program consists of either a one-semester senior essay (SA 700) or a two-semester senior thesis (SA 710). Normally, the latter is carried out during the fall and winter terms. The senior essay should be written in the fall term. Variations from these patterns are possible only by waiver from the department. A special non-credit senior seminar (for both SA 700 and SA 710 students) is conducted in the fall semester to address recurring research and writing problems.

Departmental Honors: Only students who achieve a minimum of a B average in all sociology/anthropology courses, and elect to write a senior thesis (SA 710) become eligible for departmental honors. The level of honors will be determined by the final thesis grade: B+, honors; A-, high honors; and A , highest honors.

International Studies Major: To specialize in sociology/anthropology within the IS major, students must take: SA 103, SA 105, SA 301 or SA 302, SA 305 or SA 306, and two other sociology/anthropology courses, including one 300- or 400-level course.

INTRODUCTORY COURSES

Anthropology

SA 103 Selected Topics in Sociocultural Anthropology (Fall, Spring)

This course introduces students to the varieties of human experience in social life and to the differing approaches and levels of analysis used by anthropologists to explain it. Topics include: gender roles and kinship, linguistic and belief systems, power and authority, and the organization of production. Ethnographic examples are drawn chiefly from non-Western societies, from simple bands to great agrarian states. The ultimate aim is to enable students to think critically about the bases of their own culture and about practices and beliefs previously unanalyzed and unexamined. 2 hrs. lect./1 hr. disc./2 hrs. screen. **SOC OTH CMP** (M. Sheridan, E. Oxfeld)

SA 159 Human Origins, Culture, and Biodiversity (Fall)

In this course, our anthropological imagination will engage the life sciences. We will explore how natural histories shapeæand how they are shaped byæhumans as social beings. We begin by discussing our hominid origins and ecologies in relation to our fellow primates. Our five million-year history reveals the complex effects of natural selection and other evolutionary forces. Then we examine the development of uniquely modern human cultures over the past ten thousand generations. We theorize the emergence of language, art, and religious experience. We analyze the agricultural and urban revolutions, that have transformed our conditions of life. We then consider culture and biology in human health and social change, emphasizing problems of infectious disease. Our critical study of the history of evolutionary thought will problematize race, gender, and sexuality as categories of human difference. Finally we will develop anthropologically informed analyses of the ongoing revolutions in molecular genetics and biotechnologies. 3 hrs. lect./1 hr. disc. **SOC** (D. Eaton)

SA 160 Seminar: Primary Health-Care Interactions (Not offered in 2001-02, see FS 034)

The focus of the seminar is on the present and future state of primary health care, and, in particular, on how changes in contemporary health practice influence the health and well-being of rural Vermonters. The seminar meets intensively on a daily basis, weekends included, for three weeks in mid-August. In addition to reading and participating in discussions, students will keep journals and write frequent essays. A two-day symposium involving policy makers, health educators, and medical practitioners from rural Vermont is designed to allow students to gain first-hand awareness of how medicine is practiced in Vermont and to provide a general context for the second part of the program, the preceptorship with a Vermont physician. A grade will be given and credit awarded upon satisfactory completion of SA 161. *Open to first-year students only.*

SA 161 Primary Health-Care Preceptorship (Winter, Spring, Summer)

The continuing phase of Primary Health Care Interactions involves living in a Vermont community, typically for one month with a preceptor (mentor) who is a physician in primary care, family or general practice, or pediatrics. The preceptorship provides students with the major experiential component of the program. In addition to close monitoring of the physician's daily activities, students are encouraged to become interns in a number of volunteer settings that enable them to understand how local health care is given and received. Under the supervision of his or her physician-mentor, each student defines and engages in a specific community-health project. A daily account (journal) about the preceptorship experience is kept; an essay is submitted at its conclusion, along with a report about the community-health project. Where possible, students are encouraged to return to the site of the preceptorship for future volunteer work. 40 hrs./week minimum (FS 034 or SA 387) (*Approval required*) (staff)

SA/HA 170 Anthropology through the Arts (Not offered 2002-03)

Designed with nonmajors and humanities concentrators in mind (though not restricted to them), the course considers how anthropological issues are manifested in the arts. Several forms of the liberal and fine arts will be considered, and special emphasis will be placed upon novels that highlight anthropological concern and on films that analyze or describe major topics in socio-cultural anthropology. We will investigate both how cultures represent themselves and how, in turn, they are represented by others. **ART SOC**

SA 211 Human Ecology (CW 5) (Fall)

Environmental issues are also cultural and political conflicts, between competing social groups, economic interests and cultural paradigms. This course introduces students to human ecology, the study of how our adaptations to the environment are mediated by cultural differences and political economy. Topics include: how ecological anthropology has evolved as a subdiscipline, with a focus on systems theory and political ecology; how ritually regulated societies manage resources; how rural communities deal with environmental deterioration; and how contradictions between environmental protection, economic development, and cultural values complicate so many ecological issues. Limited places available for students to satisfy the College writing requirement. (100-level course in environmental studies or SA 103) 3 hrs. lect./disc. **SOC OTH CMP** (M. Sheridan)

SA 231 Introduction to Archaeology (Spring)

This course provides an introduction to archaeology and explores ways of understanding the human condition by examining its material remains. The first half of the course will survey some of the major topics, methods, and theories in contemporary archaeology. The second part of the course provides an overview of world prehistory from human evolution to the development of complex state societies. We conclude the course by examining new directions in archaeology. Throughout the course, we will discuss how and why archaeological investigation helps us to understand contemporary social issues of gender, ethnicity, and class. 3 hrs. lect./disc. **SOC** (M. Sheridan)

Sociology

SA 105 Society and the Individual (Fall)

This course examines the ideas and enduring contributions of the giants of modern social theory, including Karl Marx, Max Weber, Emile Durkheim, and Sigmund Freud. Readings will include selections from original works, as well as contemporary essays. Key issues will include the nature of modernity, the direction of social change, and the role of human agency in constructing the "good society." This course serves as a general introduction to sociology. 2 hrs. lect./1 hr. disc. **SOC** (T. Sasson)

SA/WG 191 Introduction to Women's and Gender Studies in the Social Sciences (Fall)

This course will explore the multifaceted ways in which gender as a social construct contributes to the asymmetric organization of our social worlds. Through a thematic and interdisciplinary approach, we will explore theories that attempt to account for inequality between men and women; theories of how gender informs sexuality, thought, and morality; feminist approaches towards change; and the different ways in which male and female are imagined in different cultures. The course will include both Western and non-Western perspectives on feminism and gender issues. 2 hrs. lect./1 hr. disc. **SOC CMP** (M. Nelson)

SA/WG 212 The Family in Contemporary Society (Spring)

This course will investigate the social, economic, and political forces that have brought about changes in family life at the end of the twentieth century. We will begin by looking at various attempts to define "the family," and we will then explore a range of topics, including the webs of family relationships (e.g., mothering, fathering, kin networks), labor and family intersections (e.g., mediating between work and family; the household division of labor), gay and lesbian family life, and domestic violence. Although the focus will be on contemporary United States, we will also examine some cross-cultural and historical material. 3 hrs. lect./disc. **SOC USA NOR CMP** (M. Nelson)

SA 215 Sociology of Education (Spring)

In this course we will study education both as a social institution and as a social process. In our analysis of education and its relationship to the structure of society, we will pay particular attention to the intersection of gender, class, race, and ethnicity within schools. Our objective will be to explore the ways in which education might contribute to the reproduction of social inequalities, as well as its potential for social change. The substantive focus will be on American society. 3 hrs. lect./disc. **SOC USA NOR CMP** (M. Nelson)

SA 252 Social Psychology (Spring)

The purpose of this course is to examine the relationship between self and society from a sociological perspective. Our initial focus will on the nature of symbols, language, and the social self as theorized by G. H. Mead and early "symbolic interactionists." We will then address the presentation of self through the works of Erving Goffman, and subsequently consider more contemporary concerns, such as emotions, emotional labor, and inequality in social interaction. The second half of the course will address questions of identity: shifts in ethnicity and gender, the mediation of identity through media and technology, reflexivity and globalization, and finally, related debates surrounding the emergence of "postmodern" identities. 3 hrs. lect./disc. **SOC** (B. Rochford)

SA 270 Cultural Studies (Not offered 2002-03)

This course provides an overview of recent trends and debates in the sociology of culture and cultural studies. While we will examine the classic sociological approaches to culture and ideology, the majority of the course will explore issues of popular culture as seen in the context of such rapidly expanding fields as media studies, science and technology studies, theories of race and identity, and feminist and sexuality studies. The overarching purpose of the course is to develop a critical understanding of the importance of meaning and cultural forms in the making of contemporary social and political realities. 3 hrs. lect./disc. **SOC** (staff)

SA/RE 273 American Religious Communities (Not offered 2002-03)

See Department of Religion for description. (formerly SA/RE 373) **PHL SOC USA NOR**

SA 288 Deviance and Social Control (CW 5) (Spring)

This course introduces students to the core sociological perspectives on the nature, causes, and control of deviant behavior and deviant populations. Special emphasis will be placed on crime and criminals, but other practices and groups conventionally defined as deviant, including gays and lesbians and people with physical disabilities, will be considered as well. Readings will include both classical and contemporary contributions to the sociological study of deviance and social control. Limited places available for students to satisfy the College writing requirement. 3 hrs. lect./disc. **SOC USA NOR** (T. Sasson)

THEORY AND METHOD

Anthropology

SA 302 The Research Process: Ethnography and Qualitative Methods (CW 5) (Fall)

The aim of this course is to prepare the student to conduct research, to analyze and present research in a scholarly manner, and to evaluate critically the research of others. Practice and evaluation of such basic techniques as observation, participant-observation, structural and open-ended interviews, and use of documents. Introduction to various methodological and theoretical frameworks. Thesis or essay prospectus is the final product of this course. Strongly recommended for juniors. Three-hour research lab required. Limited places available for students to satisfy the College writing requirement. (SA 103 or SA 105) 3 hrs. lect./disc., 3 hrs. research lab. **DED SOC** (D. Napier)

SA 306 Topics in Anthropological Theory (CW 5) (Fall)

This course will analyze the way that anthropological theory can contribute to our understanding of diverse cultures and societies. The objective is to provide students with a better understanding of how different approaches in anthropology can be used to illuminate various aspects of the human experience. We will be introduced both to important theorists in the history of anthropology as well as to critical contemporary theorists. Limited places available for students to satisfy the College writing requirement. (SA 103 or SA 105) 3 hrs. lect./disc., 1 hr. screen. **OTH** (D. Eaton)

Sociology

SA 301 The Research Process: Survey Research (Spring)

Introduction to the basic tools of sociological research from problem formulation (relationship of concepts, hypotheses, and theory) through strategies of design and data collection, to analysis and presentation of results. Exposure to interviews, structured observation, and participant-observation. Concentration on the survey approach, with the class conducting an actual sample survey. Submission of the senior project proposal. Strongly recommended for juniors. Three-hour research lab required. (SA 103 or SA 105) 3 hrs. lect./disc., 3 hrs. research lab. **DED SOC** (B. Rochford)

SA 305 Topics in Sociological Theory (CW 5) (Spring)

This course provides an overview of major lines of development in twentieth-century social theory relevant to the field of sociology, focusing on how various theorists have grappled with the basic issues that have dominated twentieth-century social thought. Particular attention will be given to the questions arising from the conceptual distinctions between structure and action, on the one hand, and identity and culture, on the other. How is social order possible? How autonomous are human agents? How do we explain the persistence of observed patterns of human interaction and social practice? How do we analyze relations between the world of everyday life and the large-scale development of social systems? How does social change take place? Limited places available for students to satisfy the College writing requirement. (SA 105) 3 hrs. lect./disc. (T. Sassons)

INTERMEDIATE COURSES

Anthropology

SA/WG 304 Women, Culture, and Society (Spring)

This study of women cross-culturally raises a number of difficult and delicate issues. Do women constitute a legitimate category of analysis? What explains the diversity of women's roles across societies? How do we assess women's status and power? What forces create changes in women's roles? This course attempts to answer these questions and to compare and contrast women's roles in a variety of societies. Analysis will concentrate on three primary domains: family and kinship; symbolic systems; and political economy. Course readings deal primarily with non-Western societies, but not exclusively so. 3 hrs. lect./disc. **SOC OTH AAL CMP** (E. Oxfeld)

SA 340 The Anthropology of Human Rights (Not offered 2002-03)

Human rights has become the master narrative for understanding moral responsibility between nations. But high expectations have collided with brutal realities, raising painful questions. Since cultures vary greatly in the rights they recognize, particularly for subordinate groups such as women and ethnic minorities, campaigning for human rights can become hard to distinguish from international intervention, complicating the issue of who is victimizing who. This course will focus on the particular challenges posed by ethnic nationalism, genocide, failed states, international humanitarian relief, and the flow of political and economic refugees to zones of safety such as the United States. **SOC OTH**

SA 341 Language, Culture, and Society (Spring)

This course is an introduction to linguistic anthropology. Humans connect with one another by talking, reading, and writing, but there is far more to communication than the content of the messages. Communication patterns are always mediated by cultural processes, social inequality, and power, so the form of the messages matters. Students will learn to analyze communication in its social and cultural context and will explore how language use shapes those contexts. Topics will include: the origins of language, paralanguage, language socialization, ethnolinguistics, sociolinguistics, language and gender, language policy, language extinction, verbal art, and multilingual communities. (SA 103) 3 hrs. lect./disc. (M. Sheridan)

SA 355 Race and Ethnicity (Fall)

Ethnicity and race are social phenomena that influence group relations, as well as personal identity in many areas of the world. But what is "ethnicity" and what is "race"? This course introduces students to the varied approaches that have been utilized to understand racial and ethnic phenomena. No single approach to ethnicity is all-inclusive, for ethnic phenomena are multifaceted. We will explore several approaches in this course, including analyses of conflict and competition between groups; examinations of the connections among ethnicity, gender, and class; and considerations of the relationships between personal identity and ethnic role. 3 hrs. lect./disc. **SOC CMP** (E. Oxfeld)

SA 382 Symbolic Anthropology (Not offered 2002-03)
As the anthropological study of symbols and symbolic systems, this course examines how symbols express social ideas and structure experience. How do symbols function to codify social identity? How are they legitimated through myth and ritual? How are they variously lived out in daily experience? In addressing these questions, the course will focus on cosmology, views of nature, human ecology, concepts of the person, body image, and embodied imagination. (SA 103 or SA 105) **SOC**

SA 387 Medical Anthropology: Approaches to Affliction and Healing (Spring)
This course explores personal, bodily, and social dimensions of human suffering and well-being through cross-cultural ethnographic research. Using studies of chronic illness, gendered violence, witchcraft, and multiple personality and spirit possession, we will examine how experiences such as pain, madness, and ecstasy are produced and understood. We will compare the constitution of the body and the person in disparate healing practices, from biomedical analytics and Ayurvedic pharmacopeias to !Kung San summoning of "boiling energy." We will also consider the impact of systemic inequalities, social movements, and population sciences on health and illness worldwide, through studies of child survival, urban poverty, new reproductive orders, and international responses to AIDS and emerging infectious diseases. (SA 103 or SA 159 recommended) 3 hrs. lect./disc. **SOC OTH CMP** (D. Eaton)

Sociology

SA 307 Social Movements and Collective Action (Not offered 2002-03)
An analysis of the range of factors which influence the emergence and development of social protest, social movements, rebellion, and revolution. Topics to be considered include: the generation and mobilization of discontent; recruitment and participation; member commitment; tactics and strategy; revolutionary situations and outcomes; collective violence; and the factors that influence the success and failure of movement organizations and collective action in general. Emphasis will be placed on critically analyzing alternative approaches and theories of social movements and collective action (i.e., self-interest/deprivation, participation gratification, traditional collective behavior and resource mobilization). Empirical studies will be used throughout the course. **SOC**

SA/RE 308 Sociology of Religion (Fall)
The course focuses on classical and contemporary issues in the sociology of religion. We begin with definitional debates about what religion is and the strengths and limitations of a social science of religion. We then consider issues of religious commitment and conversion; the changing role and influence of religion in contemporary society (i.e., secularization theory); change in religious communities; American religious history; women, family, and religious life; and the emergence of new religious movements. Throughout the course we read ethnographic and historical studies of various religious organizations and communities (e.g., American Protestantism, the Amish, Catholicism, Hare Krishna, Shakers, Oneida, Mormons). 3 hrs. lect./disc. **PHL SOC USA NOR** (B. Rochford)

SA 310 Sociology of Politics and Power (Not offered 2002-03)
This course will serve as a general introduction to the sociology of politics and power in modern American society. Our main topics will include the nature and distribution of political power, the social bases of solidarity and inter-group conflict, and the new "communitarianism" in elite political rhetoric. Course readings will include classic statements (for example, de Tocqueville, Pareto, Marx) as well as contemporary works. Throughout the course, our basic concern will be to ascertain, in light of various normative criteria, the vitality of American democracy and to consider strategies for its improvement. **SOC USA NOR**

SA/WG 311 Sociology and Sexual Politics (Not offered 2002-03)
This course explores the shifting nature of contemporary sexual life and sexual politics in America and Western Europe, as well as the importance of theory in this enterprise. We explore perspectives on sexuality that have followed modernist sexology (e.g., Kinsey), covering such areas as scripting theory, perspectives on pornography, feminist studies, and queer theory. These topics are linked to more direct political movements around sexual suffering and domination as found in women's and lesbian/gay movements specifically. Readings may include: Butler, Foucault, Halperin, Plummer, Rubin, Seidman, William Simon, and Weeks. (SA 105 or SA 191 or SA 304) **CMP**

SA/WG 313 The Social Construction of Masculinity (Not offered 2002-03)
This course provides a social constructionist approach to men and masculinity. It examines men as gendered beings and explores the interconnections between the historical, structural, political, and biographical meanings of (primary American) masculinities. Particular topics will include: gender inequality, men's relationship to feminism, the men's movement, sexuality, queer theory, the specific relationship between gay and straight men, and other specific shifts in men's lives, identities, and communities. There will be several films; central readings include: R. W. Connell, Barbara Ehrenreich, Michael Messner, Mitch Duneier, Henning Bech, and a novel by Nick Hornby. (SA 105 or WS 200) **SOC CMP**

SA 347 Social Problems (Not offered 2002-03)
Claims about the causes and cures of social problems are a dominant feature of modern political life. Such claims are an important influence on politics, public opinion, and public policy. What social processes and practices influence the nature of social problems claims? This course

introduces students to the new constructionist theory and research on social problems. Topics will include: claims-making and claims-makers, framing and frame contests, public opinion and political culture, and social problems cycles. Course readings will include foundational theoretical statements (functionalist, constructionist) and case studies. 3 hrs. lect./disc. **SOC USA NOR**

SA 349 Mass Media and Society (Not offered 2002-03)

In this seminar we will explore contemporary issues and perspectives in mass media studies. This course is designed to provide students with a provocative look at mass media in order to begin to develop a critical perspective on mass media and contemporary society. We will address issues, including the pervasiveness of entertainment culture, television and American culture, representations of gender and race in mass media, the cultural and social impact of advertising and marketing, and the future of mass media. 3 hrs. lect./disc. **SOC USA NOR**

SA/WG 354 Sociology of Personal Relationships (Not offered 2002-03)

While the study of close relationships is most often associated with psychological and therapeutic perspectives, this course examines the qualities, importance, and the shifting nature of personal relationships from a variety of sociological viewpoints. Contemporary struggles around intimacy, sexuality, and love in our "post-traditional" context will be of particular importance, especially with respect to changes brought through feminist and gay movements. We will also address friendships, family relations, and even compassionate relationships with non-human animals. More broadly, the course confronts the interplay between the personal and the sociological during a time when matters of intimacy are taking on new urgency in a changing modernity and in the life of the self. (SA 103 or SA 105)

SA 360 Development and Globalization: The Changing Face of the World System (Not offered 2002-03)

In recent years, the term globalization has become a catch-all phrase for the drive to fashion a global architecture for managing the world economy as a single unit, as well as for the sweeping social, cultural, political, and ecological consequences of this project. This course approaches the process of globalization critically, from a comparative-historical perspective. We will examine the shift from national development in several regions—including East Asia, Latin America, and Africa—to globalization as a planetary development strategy between the end of World War II through the information-technology revolution of today. In so doing, we develop an interdisciplinary framework for understanding globalization in both "developed" and "developing" countries. Any introductory course in sociology, political science, economics, or Ggeography is recommended. **SOC OTH AAL CMP**

SA/WG 390 Sociology of Women (Not offered 2002-03)

This course introduces students to some of the central theoretical approaches, methodological controversies, and substantive findings in the sociological analysis of women in contemporary society. Topics to be covered include: women and work, the feminization of poverty, reproductive technology, child care policies, and political participation. Throughout the course particular attention will be paid to differences among women on the basis of class, race, and ethnicity. (SA 191 or by waiver)

AREA STUDIES

SA 321 Native Peoples of the Americas (Not offered 2002-03)

This course introduces students to the indigenous peoples of North and South America, from before European conquest to the present. We will start with the political economy of pre-Colombian civilizations, their cosmologies, and the impact of colonialism. Students will then read ethnographies of contemporary Amazonian Indians, highland peasants, and Native Americans in the U.S. The course will look at how the native people of the Americas have been imagined by Europeans, how the resulting images have affected their strategies to defend themselves, and contemporary indigenous movements. (SA 103 or SA 105 or SA 340) **SOC OTH CMP**

SA 326 Latin American Culture and Society (Fall)

This course explores anthropological issues in a region defined by a long history of invasion and cultural hybridization. Drawing on case material from Mesoamerica, the Caribbean, and South America, including ethnographies of folk healers, peasants and urban shanty-town dwellers, we look at how anthropologists have conceptualized society and culture and how local studies contribute to understanding global problems. By analyzing the intersection of class, ethnicity, gender, and national identity, the course explores debates over national character, the culture of poverty, cultural dependency, transnational culture, and immigration to the United States. (200-level course on Latin America. This course is primarily for students doing study abroad in the region.) (SA 103 or SA 340 or HI 285 or HI 286 or EC 225 or PS 223 or PS 230) **SOC OTH AAL** (H. Llorens)

SA 331 The African Diaspora in the Spanish-Speaking Caribbean (Spring)

This course is an introduction to the interplay of race, nationalism, class, and power in the historical development of the Spanish Speaking Caribbean from an anthropological perspective. We will examine the important contributions made by the African population to the building of these societies and cultures. This course will introduce students to some of the historical, cultural, and political conditions which have shaped the contemporary Spanish-speaking Caribbean. Major goals of the course will be to examine the historical conditions which brought about slavery in the Caribbean and introduce students to the racial and ethnic tapestry of these societies. **SOC OTH AAL** (H. Llorens)

SA 332 Peoples and Cultures of Africa (Not offered 2002-03)
A comparative introduction to contemporary Africa from an anthropological and ethnographic perspective. Through case studies, we will consider practices of the body and self in which judgment is founded and through which social relations are experienced and understood. We will examine how these shape and express changing systems of exchange and forms of community and society. We will situate voices at the center of social life, studying oral performance, music and dance, and the printed or digitized word as cultural commentary. Finally, we will explore emergent domains of politics, studying local and geopolitical dimensions of social movements in contexts of ethnic fluidity and diversity, transnational migration, ecological stress, violence, and reconciliation. **SOC OTH AAL**

SA 333 Africa: Environment and Society (Spring)
How do African societies create, understand, and resolve environmental problems? How do contrasting imaginations of the natural world, varying modes of production and governance, and diverse sciences combine to shape African environmental issues at local, national, and international levels? To answer these questions, our case studies will consider social histories of environmental practice, changing ecological dimensions of health and affliction, conflicts over resource ownership and use, and the stakes and dilemmas of conservation. Using anthropological methods, we will explore the relations between social and natural orders which will determine the well-being and sustainability of living communities in the twenty-first century. 3hrs. lect./disc. **SOC OTH AAL** (D. Eaton)

SA 335 The Anthropology of China (CW 5) (Fall)
China serves as a case study in the anthropological analysis of a complex non-Western society. This course will be a survey of the principal institutions and ideas that form the background to modern Chinese society. Topics covered include: family and kinship, religion, political and economic systems, and social change. Materials will be drawn from descriptions of traditional, contemporary (including both mainland and Taiwanese settings), and overseas contexts. Limited places available for students to satisfy the College writing requirement. (formerly titled Chinese Society and Culture) 3 hrs. lect./disc. **SOC OTH AAL** (E. Oxfeld)

SA 336 Indian Society (Not offered 2002-03)
This course examines key aspects of culture and social organization in contemporary India. Topics we will consider include: traditional social structure and varying interpretations of the caste system, gender roles and kinship, economic and political transformation, and popular religious practice. Although the focus is on Hindu society and culture, we will also attempt to introduce students to the great diversity of religious and ethnic groups which comprise Indian society. **SOC OTH AAL**

SA 338 Russian Society in the Twentieth Century (Not offered 2002-03)
This course examines Russian society in the twentieth century from a sociological perspective, focusing on the sweeping and often brutal social transformations that began with the Russian Revolution of 1905. The principal goal of the course is to understand the collapse of Soviet communism and the highly unstable form of "political capitalism" which emerged in the Russian Federation of the 1990s. Material on the late imperial and early Soviet periods will help us to understand the origins of Gorbachev's *perestroika*, the collapse of communism, and the Yeltsin administration's attempt to introduce a market economy through state decrees. We will examine the social history of major groups such as the peasantry and the *intelligentsia*, the recurrence of autocratic forms of political domination in Russia, and the relative roles of popular rebellion and intra-elite conflict in the fall of Soviet power and the rise of post-communist political capitalism. **SOC EUR**

SEMINARS

SA 407 Social Movements and Collective Action (Not offered 2002-03)
An analysis of the range of factors that influence the emergence and development of social protest, social movements, rebellion, and revolution. Topics to be considered include: the generation and mobilization of discontent; recruitment and participation; member commitment; tactics and strategy; revolutionary situations and outcomes; collective violence; and the factors that influence the success and failure of movement organizations and collective action in general. Emphasis will be placed on critically analyzing alternative approaches and theories of social movements and collective action (i.e., self-interest/deprivation, participation gratification, traditional collective behavior and resource mobilization). Empirical studies will be used throughout the course. **SOC USA NOR**

SA/IS 432 Film and Anthropological Representation (Not offered 2002-03)
See International Studies listings for description. This course is equivalent to IS 432 and TH 432.

SA/IS 436 Terrorism (Not offered 2002-03)
See International Studies listings for description. This course is equivalent to IS 436 and GN 436

SA/IS 442 Jihad vs. McWorld (Not offered 2002-03)
See International Studies listings for description. This course is equivalent to IS 442 and PS 442.

SA 450 Religion and Social Change in Latin America (Not offered 2002-03)
Powerful hopes for changing Latin American society are expressed through religion. Even secular political movements can be charged with religious feeling. Many religious movements have enabled converts to alter their daily practices, change the cultural inheritance they pass to their children, and affect how power is exercised in the larger

society. This course covers a wide range of religious movements with visions for transforming Latin America, including prophet and saint-based millennial revolts, liberation theology, and evangelical Protestantism. We will also look at African-derived religions of spirit possession, including Pentecostalism and Vodoun. **SOC OTH AAL**

SA/IS 460 Global Consumptions: Food, Eating, and Power in Comparative Perspective (Not offered 2002-03)

See International Studies listings for description. This course is equivalent to IS 460 and FR 460.

SA 471 Post-Communist Society? China and Russia (Not offered 2002-03)

See International Studies for description. This course is equivalent to IS 471 and HI 471.

SA 478 Sociology of Punishment (Fall)

This course examines the changing ideologies and practices of state-sponsored punishment. The topic is given particular urgency by the spectacular expansion of imprisonment and other forms of penal supervision in the United States and elsewhere over the past 20 years. Our approach to the topic will be historical and comparative, focusing on the modern period as a whole and the countries of Western Europe and the United States. Course readings will include foundational theoretical statements (Marx, Foucault, Durkheim, and Elias), social histories (of prisons, parole), as well as contemporary sociological studies of recent developments in criminal law, sentencing, and punishment. Our goal will be to identify the major phases of penal development, reflect intelligently upon their causes, and assess their implications for public safety, social justice, and our understanding of the type of society in which we live. 3 hrs. sem. **SOC** (T. Sasson)

SA 480 The Anthropology of Religion (Spring)

The anthropology of religion focuses on the cultural implications of belief systems and religious cosmologies. The discipline includes the interpretation of various states of consciousness and perceptual modes, as well as the ways in which religious experiences are culturally validated. Much of the course, therefore, concerns itself with the function of specialists, such as shamans, mystics, and priests. Though emphasis will be placed upon traditional non-Western and tribal societies, we will also examine the cultural role of religious experience in the contemporary West and the revival and transformation of various religious systems in response to social change. (SA 103 or SA 105 or any SA 200 level or any SA 300 level course.) 3 hrs. sem. (D. Napier)

SA 485 Medical Sociology (Not offered 2002-03)

This course will study the delivery of health care in the United States. We will consider closely differences in access to medical service (and differences in the quality of care received) by individuals as separated by gender, socioeconomic status, and race. We will also examine current issues (e.g., the debates about universal health coverage, AIDS). (SA 105 or SA 103)

SA 489 The Sociology of Mental Illness (Not offered 2002-03)

This course explores a variety of sociological issues and approaches to the study of mental illness. Utilizing a "social constructionist" perspective, we will critically engage the dominant medical model of mental disorder and explore the sociological legacy of labeling theory, ethnographic work in psychiatric hospitals, and studies of mental health policy and institutional change. The course raises broad theoretical and historical questions about the conceptual development of "mental illness" as a label, condition, and as an object of scientific and social concern. Specific issues will include: "women's madness," the politics of diagnosis, the contemporary experience of specific syndromes (e.g., depression), and recent developments in psychopharmacology and psychotherapy. Readings will include: Michel Foucault, Erving Goffman, David Karp, Jane Ussher, Jackie Orr, Thomas Scheff. (SA 252 or PY 203 or PY 224)

INDEPENDENT STUDY

SA 500 Advanced Individual Study (Fall, Winter, Spring)
Prior to registering for SA 500, a student must enlist the support of a faculty adviser from the Department of Sociology/Anthropology. (Open to majors only) (staff)

SENIOR PROGRAM

SA 700 Senior Essay (Fall, Winter)

Under the guidance of a faculty member, a student will carry out an independent, one-semester research project, often based on original data. In addition, all those enrolled must participate in a series of meetings in which recurring problems in thesis writing will be discussed. The final product must be presented in a written report of 30-45 pages, due at the end of the fall term. (staff)

SA 710 Senior Thesis (Fall, Winter)

Under the guidance of a faculty member, a senior will carry out an independent two-semester research project, often based on original data. This is normally carried out during the fall and winter terms. In addition, all those enrolled must participate in a series of meetings in which recurring problems in thesis writing will be discussed. Data must be analyzed and presented in a written report of 70-80 pages, due at the end of the winter term. Superior performance will be considered for honors (see "departmental honors"). (staff)

SPANISH

Professors: Alicia Andreu-Sprigg, Eduardo Béjar (on leave academic year), Roberto Véguez (chair); *Associate Professor*: Donna Rogers; *Assistant Professors*: Llorenç Comajoan; Valentín Ferdinán (on leave academic year) Miguel Fernández, Gloria Estela González Zenteno, Ana Martínez-Lage, Patricia Saldarriaga; *Visiting Assistant Professor*: Isabel Estrada

The Department of Spanish offers its students a thorough training in Spanish language that enables them to interact and communicate effectively with native Spanish speakers globally.

Our programs offer students the opportunity to achieve high competence in written and spoken Spanish, in understanding Hispanic literatures and cultures, and in applying this linguistic, literary, and cultural knowledge in the study of other disciplines.

As juniors, most students will go to the C.V. Starr-Middlebury School in Spain (Madrid, Getafe, Segovia or Logroño) or School in Spanish America (Argentina or Uruguay), or to an approved program in Latin America, where they will put their linguistic and cultural skills to practical use.

A Spanish major will be expected to have a thorough command of the language, to be conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury and study abroad.

The requirements for majors (single, double, joint, and IS) described here apply to all students who declared a major on or after January 1, 2000. Students who declared a major prior to that date must consult with their advisers for information about the old requirements.

Major Program: The Department of Spanish offers majors in two tracks: Peninsular Spanish culture and literature, and Spanish American cultures and literatures. Both majors consist of a minimum of 11 courses, including the following:

SP 300

At least two literature courses in the track beyond the 300 level. SP 306 is strongly recommended for those specializing in Spain, while SP 307 is strongly recommended for those specializing in Spanish America. Other literature courses may be taken abroad.

At least one culture course in the chosen track.

One advanced (SP 300+) course in the alternate track.

Courses at this level in literature and culture can be taken at the summer Spanish School, the School in Spain, the Schools in Latin America, or, with departmental approval, with study abroad programs in Spanish America sanctioned by Middlebury's Programs Abroad Committee.

One 400-level seminar in the chosen track during the senior year.

No more than two courses at the 100 or 200 levels may be counted toward the major.

No more than two courses of the series SP 300, SP 304, and SP 305 may be counted toward the major.

Study abroad in the region of interest for at least one semester is highly recommended.

Joint Majors: The Spanish component of a joint major will consist of at least seven courses from departmental offerings. It may be done in one of two tracks: Peninsular Spanish culture and literature, or Spanish American cultures and literatures. Requirements are as follows:

SP 300

At least two literature courses in the track beyond the 300 level. SP 306 is strongly recommended for those specializing in Spain, while SP 307 is strongly recommended for those specializing in Spanish America. Other literature courses may be taken abroad.

At least one culture course.

Courses at this level in literature and culture can be taken at the summer Spanish School, the School in Spain, the Schools in Latin America, or, with departmental approval, with study abroad programs in Spanish America sanctioned by Middlebury's Programs Abroad Committee.

One 400-level seminar in the chosen track during the senior year.

No more than two courses at the 100 or 200 levels may be counted toward the joint major.

No more than two courses of the series SP 300, SP 304, and SP 305 may be counted toward the major.

Study abroad in the region of interest for at least one semester is highly recommended.

Minor in Spanish: The Spanish minor consists of at least five courses from departmental offerings, including the following: SP 220 or SP 225 (this requirement will be considered satisfied if a student places in a course above SP 220 in the department placement test); at least one but no more than two courses from the group SP 300, SP 304, SP 305; the rest from other courses at the SP 300+ level. Courses at this level can be taken at the summer Spanish School, the School in Spain, the Schools in Latin America, or, with departmental approval, with study abroad programs in Spanish America sanctioned by Middlebury's Programs Abroad Committee.

International Studies: Latin American studies majors with a track in literature and culture; and European studies majors with a track in the literature and culture of Spain must take, in addition to their core requirements: five courses at the 300 level or above, including SP 300, at least one literature course in the area of interest beyond the 300-310 level, at least one culture course in the area of interest, and one 400-level seminar during the senior year.

Advanced Placement: College credit is awarded for successful performance on the Advanced Placement Examinations in Spanish Language and/or Spanish Literature (one credit for an AP grade of 3, two credits for an AP grade of 4 or 5). In all cases the student must satisfactorily complete a course at the 300 level before the credit will be awarded. AP credit does not affect course placement, nor does it count towards the major.

Programs Abroad for Juniors: The department expects that majors will spend at least one semester in residence in a Spanish-speaking country. Middlebury offers both year and semester programs in Madrid. Sites in Getafe, Segovia, and Logroño have recently been added to the program and are designed for immersion in the Spanish university system. An internship program has also recently been launched. Beginning in 2002, Middlebury is opening a School in Latin America (initially in Argentina and Uruguay). For more information on these programs, please see the Schools Abroad Web page: www.middlebury.edu/~msa. Students who are interested in going abroad and who are also double or joint majors or are thinking of participating in the teacher education program should consult with their advisers in both areas as early as possible to avoid any conflict in plans.

Students who are planning to go abroad to the C.V. Starr-Middlebury School in Spain are required to have taken either SP 300 or SP 304. It is strongly recommended that Spanish majors take both prior to going to Spain. Students who are planning to go abroad to the C.V. Starr-Middlebury School in Latin America are required to have taken either SP 300 or SP 305. The deadline for applications is February 1. Students interested in attending one of these programs in their junior year should consult with the head of the Spanish department, preferably before registering for their sophomore year fall term courses. Students may also apply to study at other approved programs in Latin America.

Important: All Spanish majors going to Spain are required to take one Hispanic literature course per semester while abroad. All majors going to a Spanish American country are required to take one course per semester while abroad on the literature of Spanish America or of the host country. These courses will count toward the department's literature requirements.

With the approval of the Spanish department chair and the Programs Abroad Committee, nonmajor students may be permitted to study abroad with a program other than Middlebury's after taking SP 220 with a minimum grade of B+. For more information on Spanish courses abroad please see the Language Schools' Web site.

Honors: The department will award honors on the basis of a student's work in the department and performance in SP 705. All students interested in receiving honors must contact their advisers at the start of their last year in Middlebury: either September or February. Please see SP 705 course description.

COURSE OFFERINGS

Courses labeled SP 300 through SP 319 are closed to juniors and seniors returning from study in Spain or Spanish America.

Courses labeled SP 350-SP 399 satisfy the IS advanced language requirement in Spanish.

Courses labeled SP 400 and above are reserved for Spanish majors, LAS majors with a literature and culture track, and EUS majors with a Spanish literature and culture track; others only by approval.

SP 101 Beginning Spanish I (Fall)

This course is an introduction to the fundamentals of grammar and focuses on the development of four skills in Spanish: comprehension, speaking, reading, and writing. Emphasis will be placed on active communication aimed at the development of oral and comprehension skills. This course is for students who have not previously studied Spanish. Students are expected to continue with SP 102 and SP 103 after successful completion of SP 101. 5 hrs. lect./disc. (R. Véguez)

SP 102 Beginning Spanish II (Winter)

Continuation of SP 101. (SP 101) (staff)

SP 103 Beginning Spanish III (Spring)

Continuation of SP 102. Intensive reading, writing, and oral activities will advance students' proficiency in Spanish in an academic setting. (SP 102) 5 hrs. lect./disc. (A. Martínez-Lage)

SP 105 Accelerated Basic Spanish (Fall)

This accelerated course is designed to reinforce, in one semester, the basic linguistic structures that students need in order to reach the intermediate level of proficiency in Spanish. Strong emphasis will be given to reading and composition. SP 105 is designed specifically for students with 2-3 years of high school Spanish, but who have not yet achieved intermediate proficiency. (Placement test required) 5 hrs. lect./disc. (D. Rogers)

SP 210 Intermediate Spanish I (Fall, Spring)

A course designed to consolidate the skills attained in SP 101, SP 102, and 103 or the equivalent (105). A grammar review will accompany an intensive component of readings, discussions, and compositions. This course may not be used to fulfill the foreign languages distribution requirement. (SP 103, SP 105, or placement) 3 hrs. lect./disc. (fall: L. Comajoan, P. Saldarriaga; spring: R. Véguez)

SP 220 Intermediate Spanish II (Fall, Spring)

A course for students seeking to perfect their academic writing skills in Spanish. The course is also an introduction to literary analysis and critical writing and will include reading and oral discussion of literary texts. The course will also include a thorough review of grammar at a fairly advanced level. This course may be used to fulfill the foreign languages distribution requirement. (SP 210 or placement) 3 hrs. lect./disc. **LNG** (fall: M. Fernández, A. Martínez-Lage; spring: L. Comajoan, A. Andreu-Sprigg, I. Estrada, M. Fernández)

SP 300 An Introduction to the Study of Hispanic Literature (Fall, Spring)

A course in literature and advanced language designed to introduce students to literary analysis and critical writing. The work will be based on the reading of a number of works in prose, drama, and poetry. Frequent short, critical essays will complement readings and provide students with practice in writing. Open only to Spanish majors and others by approval. (SP 220 or equivalent) 3 hrs. lect./disc. **LNG LIT OTH** (fall: A. Andreu-Sprigg; spring: D. Rogers)

SP 304 Ideas and Cultures of Spain (Fall, Spring)

An analysis of major sociopolitical and cultural elements in representative Spanish texts, from the Middle Ages to the present. Works to be discussed will illustrate cultural elements that bear upon the formation of present day Spanish civilization. (SP 220 or equivalent) 4 hrs. lect./disc. **LNG EUR** (fall: L. Comajoan; spring: A. Martínez-Lage)

SP 305 Ideas and Cultures of Spanish America (Fall, Spring)

An analysis of major sociopolitical and cultural elements present in representative Spanish American texts, from the pre-Columbian period of the conquest to the present time. Works to be discussed will illustrate cultural elements that bear upon the formation of present day Spanish American civilizations. (SP 220 or equivalent) 3 hrs. lect./disc. **LNG OTH AAL** (fall: staff; spring: G. González-Zenteno)

SP 306 The Literature of Spain (Spring)
An introduction to Spanish literature, representing different historical and cultural periods. Students will be required to do class presentations and to write papers. (SP 300 or SP 304) 3 hrs. lect./disc. **LIT EUR** (R. Véguez)

SP 307 The Literature of Spanish America (CW) (Fall)
An introduction to Spanish American literature, representing different historical and cultural periods. Students will be required to do class presentations and write papers. (SP 300 or SP 305) 3 hrs. lect./disc. **LIT AAL OTH** (M. Fernández)

SP 311 Hispanic Theatre (CW) (Not offered 2002-03)
This course will include a broad selection of dramas from Spain and Spanish America. We will focus on close reading of poems, considering, where relevant, their historical and cultural contexts. Emphasis will also be placed on the development of critical vocabulary and writing skills in Spanish. Texts will be selected from various periods from the Middle Ages to the present day. Authors may include: Encina, Garcilaso, Cervantes, Lope de Vega, Calderón, sor Juana Inés de la Cruz, Tirso de Molina, Alarcón, Valle y Caviedes, Valle Inclán, Vallejo, García Lorca, Buero Vallejo, Triana, etc. Satisfies the college writing requirement. (SP 300, 304 or 305) 3 hrs. lect./disc. **LIT AAL OTH**

SP 312 Hispanic Poetry (CW) (Not offered 2002-03)
This course will include a broad selection of poetry from Spain and Spanish America. We will focus on close reading of poems considering, where relevant, their historical and cultural contexts. Emphasis will also be on the development of critical vocabulary and writing skills in Spanish. We will cover the Middle Ages, Renaissance, Baroque, nineteenth- and twentieth-century poetry. Throughout the course we will be discussing the representation of women, men, God, love, power, subjectivity, and their interrelation. Satisfies the college writing requirement. (SP 300, SP 304, or SP 305) 3 hrs. lect./disc. **LIT AAL OTH**

SP 313 The Hispanic Short Story (CW) (Fall)
In his course we will study the main literary, sociopolitical, and cultural issues in a selection of short stories from the Hispanic world. Emphasis will be on the close reading of texts with the purpose of developing critical vocabulary and writing skills. Authors may include: Pardo Bazán, Valle Inclán, Palma, Borges, Rulfo, Corázar, Quiroga, Matute. Satisfies the college writing requirement. (SP 300, SP 304, or SP 305) 3 hrs. lect./disc. **LIT AAL OTH** (I. Estrada)

SP 314 Hispanic Essay (CW) (Not offered 2002-03)
In this course we will read and discuss essays by major writers from Spain and Spanish America from the eighteenth century to the present. Through the analysis and contextualization of these texts, we will focus our attention on several topics in order to understand more deeply the richly complicated legacy of Hispanic culture. (SP 300, 304 or 304) **LNG LIT OTH AAL**

SP 315 Hispanic Film (CW) (Spring)
This course will provide an introduction to the cinema of Spain and Spanish America. We will study, among other topics: the idiosyncrasies of film language in Hispanic cultures, the relationships between text and image, representation of history, culture and society. Films from Mexico, Cuba, Argentina, Spain, and other countries will be included in the course. Selected readings on film theory and social and political history, as well as various literary works. In Spanish (SP 300, 304 or 305) 3 hrs. lect./disc. **LIT OTH AAL** (I. Estrada)

SP 321 Spanish for Bilingual/Heritage Speakers (CW) (Spring)
This course addresses the needs of Spanish speakers whose formal education has been primarily in English. The main goals are to improve writing skills, practice critical reading, and develop a richer vocabulary adequate for academic oral and written expression. The readings and discussions will include topics of interest for the Latino population, history, literature, politics, etc. Students will review Spanish grammar, prepare presentations, and lead discussions and debates. The materials for the course will include: TV-news, movies, videos, and texts (literary, journalistic). (Placement test and/or by approval) **LNG OTH CMP NOR** (P. Saldarriaga)

SP 355 Spanish in the U.S. (Not offered 2002-03)
This course will trace the diverse paths of Hispanic culture in the United States by examining the impact of multiple migrations on the Spanish language (Puerto Rican, Mexican, and Cuban communities). Emphasis will be placed on the sociolinguistic and cultural changes that Spanish speakers have undergone in the U.S. The notion of bilingualism will be studied with the relation to language change, acculturation, and identity. We will also examine the different varieties of Spanish spoken by Hispanics in the U.S. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 300 level or above or by waiver) 3 hrs. lect./disc. **LNG SOC NOR USA**

SP 362 Contemporary Spanish Theatre (Not offered 2002-03)
Contemporary Spanish Theatre divides into three main periods: Pre-Civil War, the Franco Regime, and the Post-Franco era. Accordingly, this class will study a selection of texts that reflect the onset of the Civil War, the effects of Franco's fascist regime, and finally the attempts of the younger generation to understand the problems of mod-

ern-day living. We will read works by Lorca (Pre-War), Buero Vallejo and Olmo (Franco Regime) and Alonso de Santos and Pedrero (Post-Franco). As part of the course, students will put on a play production. (At least two courses at the 300 level or above or by waiver) 3 hrs. lect./disc. **LIT EUR**

SP 363 The Frontier in Latin America as Seen through Literature and Film (Not offered 2002-03)

Many Latin American countries experienced an expansion inland similar to the U.S. after the arrival of the Europeans. This continual advancement along a frontier represented a confrontation among various cultures where there was an engagement in the dialogical process of cultural encounter, resistance, and exchange. We will explore the similarities and differences in the construction of the frontier mentality and myths of a number of Latin American nations as represented in their literature. Our focus will be on the experiences involved in the contact with other cultures and the constructions of "others." Authors will include: Amado, Carpentier, Güiraldes, Mansilla, Quiroga, and Vargas Llosa. Films will complement the readings. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 300 level or above or by waiver) 3 hrs. lect./disc. **LIT AAL OTH**

SP 365 The Spanish Novel in its Cultural Contexts (Spring)

This course is a study of the Spanish novel from the beginning of the nineteenth century to the present. Beginning with Romantic literature, we will seek to understand the articulation of key Spanish novels with major cultural events. We will define and discuss how a literary work mirrors, or distorts, social relations, conflicts and attitudes. We will also discuss how contemporary cultural events have been reflected in literature. Authors will include: Fernán Caballero, Benito Pérez Galdós, Emilia Pardo Bazán, Miguel de Unamuno, Carmen Martín Gaite, Montserrat Roig and Rosa Montero. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 300 level or above or by waiver) 3 hrs lect./disc. **LIT EUR** (A. Andreu-Sprigg)

SP 370 Golden Age Spanish Theatre (Not offered 2002-03)

This course will focus on one of Europe's most important theatre periods—the Spanish Golden Age. Through the study of works by Cervantes, Lope de Vega, Calderón de la Barca, and their contemporaries, this course will reveal the many levels of societal subversions played out on stage at this time. This "topsy-turvy" theatrical view of the world will consider the many societal parallels between Baroque and contemporary society. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 300 level or above or by waiver) 3 hrs. lect./disc. **LIT EUR**

SP 371 The Films of Luis Buñuel and the Hispanic Cultural Tradition (Fall)

This class offers a journey through the works of the renowned Spanish filmmaker Luis Buñuel and the cultural movements from which he drew inspiration. We will establish a dialogue between his films and Spanish and Latin American artistic trends such as surrealism, the picaresque, the grotesque, *esperpento*, and (magic) realism. Materials include: literature (Lorca, Rulfo, Galdós), painting (Orozco, Posada, Rivera, Dalí) and photography (Álvarez Bravo, Modotti, Rulfo). Satisfies the IS advance language requirement. 3 hrs. lect./disc./screen. **ART LIT EUR** (I. Estrada)

SP 373 Painting and Poetry in the Spanish Golden Age (Fall)

In this course we will explore the relationship between painting and poetry during the Spanish Renaissance and Baroque by focusing on relevant themes of the time: the revival of interest in figures from pagan mythology (e.g. Europa, Venus, Vulcan, Laocoön); the Council of Trent and its influence on Christian painting and literature; the representation of women according to the period norms of beauty; and melancholy as sickness. Paintings of El Greco, Zurbarán, Velázquez, among others, will be analyzed in conjunction with their counterparts in literary texts by Theresa of Avila, Garcilaso de la Vega, Lope de Vega, Francisco de Quevedo, and Sor Juana Inés de la Cruz. Satisfies the IS advanced language requirement in Spanish. (At least two SP courses at the 300 level or above or by approval) **LIT ART EUR** (P. Saldarriaga)

SP 374 New York in Contemporary Hispanic Poetry (Spring)

Since the beginning of modernity, New York has been a major point of attraction for Spanish-American and Spanish poets. It became the city of exile for many of them. The real and the imaginary about New York have provoked thoughts of fascination and rejection. In this course we will explore and compare the various reactions to and from the city in contemporary poetry through works from authors such as Darío, García Lorca, Neruda, among others. Critical theory will also be included in the readings. (This course satisfies the IS advanced language requirement) (At least two courses at 300 level or above or by waiver) 3 hrs. lect./disc. **LNG LIT USA NOR** (P. Saldarriaga)

SP 375 Surrealism in Latin America (Not offered 2002-03)

In the time of expansion of ethnography, André Breton visited Latin America and declared Mexico a surrealist country. This course explores the connection of Surrealism as artistic project and Surrealism as political category and the form it takes when Surrealism travels to Latin America. It will survey the so-called surrealist art and the way Latin American intellectuals have thought of their identity, using Surrealism as conceptual tool. We will challenge the usefulness of using Surrealism's earliest aesthetic traits to think about Latin American art, politics, and identity. Among others, it includes works by Kahlo, Matta, Alvarez Bravo, Buñuel, Glauber Rocha, Neruda, Girondo, García Márquez, Sábato, Cortázar, Larrea, Octavio Paz. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 300 level or above or by waiver). **ART OTH AAL**

SP 376 Reading and Writing the New U.S. Latino Narrative (Spring)
This course focuses on a new generation of U.S.-Latino authors writing about migration, identity, and otherness. They distinguish themselves from prior generations by publishing primarily in Spanish and by a new sense of ownership of their U.S. environment, which allows them to play with and undermine assumptions commonly associated with their "Latino" identity. In addition to studying these authors, students will produce at least two fiction pieces of their own. Satisfies IS advanced language requirement in Spanish. (Two courses at 300 level or by waiver) 3 hrs. lect./disc. **LNG LIT OTH USA NOR** (G. González Zenteno)

SP 377 Latin American Cinema of the '60s: A Continental Project (Not offered 2002-03)
This course surveys the Latin American cinema production of the 1960s. The usual concentration on the narrative Boom neglects the import of cinema in the same period. This course shows the existence of a continental network of filmmakers that intervened in the political and artistic debates of that time. We will analyze the political orientation and the artistic projects of the most important directors: Solás, Gutiérrez Alea, Glauber Rocha, Getino, Antín, Handler, Sanjinés, Birri, Alvarez, and movements—Third Cinema, Documentarism, New Cinema, Imperfect Cinema, Pamphletary Cinema, etc. Though the focus is cinematographic language, we will also explore the connections between cinema and literature and the different politics involved in their production. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 300 level or above or by waiver) 3 hrs. lect./disc. **ART OTH AAL**

SP 378 Latin American Visual Culture (Not offered 2002-03)
This course explores the construction of nationhood and issues of identity, class, race, and gender in the arts of different regions of Latin America. Among others, it will focus on nineteenth-century historical and nativist painting in the Rio de la Plata, Mexican muralists and their influence on the Harlem Renaissance, Frida Kahlo's paintings and their relation to both French Surrealism and Mexican popular arts, racism in Mexico's and U.S.A.'s cinema of the '50s, and the influence of French avant-garde cinema on the Argentinean and Brazilian cinema of the '60s. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 300 level or above or by waiver) 3 hrs. lect./disc. **ART SOC OTH AAL**

SP 379 The Spanish-American Narrative of the Boom (Not offered 2002-03)
This course will study the major narrative texts known as the "Boom" in relation to Spanish American literary history and their sociopolitical context. We will read such authors as Carpentier, Borges, Cortázar, Vargas Llosa, Donoso, and García Márquez. Satisfies the IS advanced language requirement in Spanish. (At least 2 courses at the 300 level or above or by waiver) 3 hrs. lect./disc. **LIT OTH AAL**

SP 380 Advanced Spanish Grammar (Spring)
This course offers a detailed study of complex aspects of Spanish grammar and syntax. Designed to build upon students' existing knowledge of Spanish grammar, the course will begin with a reconsideration of all the tenses in both the indicative and subjunctive moods, their values and their uses. After briefly reviewing the structure of simple sentences, we will analyze in depth all the different types of dependent clauses. Within the context of sentence structure, we will also look at several key aspects of Spanish grammar (*ser* and *estar*, prepositions, the infinitive, and the gerund, among others). Students will demonstrate their understanding of the material through a variety of practical and creative exercises. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 300 level or above or by waiver) **LNG** (D. Rogers)

SP 381 Postmodern Spanish American Narrative (Not offered 2002-03)
This course will study selected narratives in Spanish America from the 1960s to the present time. We will first read theoretical essays which discuss the nature of postmodern thought and culture, and then analyze the novels and short stories in the light of such theory. Although we are circumscribing postmodern narrative to the period mentioned above, a reading of selected works by Borges is fundamental as part of the theoretical basis for the course. Other writers included are Arenas, Puig, Vargas Llosa, Díaz Valcárcel, Montero, and Zapata. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 300 level or above or by waiver) 3 hrs. lect./disc. **LIT OTH AAL**

SP 382 Representations of Popular Culture in Spanish and Spanish American Literatures (Fall)
This course provides an overview of the representations of popular culture in Hispanic literatures. The course will begin with an exploration of the main topics and controversies which have come to define "popular culture," as well as the social and historical circumstances that have precipitated many current theoretical debates. We will then examine its representations in contemporary literature. Readings may include: José María Arguedas, Clorinda Matto de Turner, Mario Vargas Llosa, Juan Antonio Zunzuneguis, Carmen Martín-Gaite. Satisfies the IS advance language requirement. (At least two courses at or above the 300 level or by waiver) 3 hrs. lect./disc. **LIT LNG** (A. Andreu-Sprigg)

SP 385 Translation: Spanish/English (Not offered 2002-03)
Translation is one of the most rigorous approaches to reading. Translators confront the ambiguities of language polysemy, nuance, tropes, difference, and the like and how these are embedded in each language in a unique way. Translation theory questions the ways language works and how meaning is preserved and communicated across borders. This course will combine intensive translation with readings in translation theory to gain insight into the workings of both Spanish and English and, ultimately, into

language itself. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 300 level or above or by waiver) 3 hrs. lect./disc. **SOC**

SP 386 History of the Spanish Language (Not offered 2002-03)
This course offers a panoramic study of the evolution of spoken Latin into modern Spanish. Topics covered will include: the major historical events that influenced the evolution of Spanish; phonological change; morphological and syntactic change; lexical borrowings from other languages; and semantic change. We will also study representative texts that illustrate the evolution of the Spanish language, and students will be assigned a similar text as an individual project. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 300 level or above or by waiver)

SP 387 Varieties of Spanish (Not offered 2002-03)
Spanish is spoken in many countries of the Caribbean, Central and South America, by most people in Spain, and by a growing population in the U.S. Spanish shows enormous geographic, social, and stylistic variation, yet speakers generally understand most varieties of the language without difficulty, despite differences in vocabulary and pronunciation. The course will include study of formal and informal spoken language and literary and journalistic texts from around the Spanish-speaking world, but will emphasize spoken Spanish. Assignments will include interviews with native speakers of Spanish. (At least two courses at the 300 level or above or by waiver)

SP/LS 402 Cervantes y *Don Quijote* (Not offered 2002-03)
A detailed discussion and analysis of the Quijote, with additional readings from major literary and cultural sources. 3 hrs. lect./disc.

SP 404 Language and Identity in the Hispanic World (Not offered 2002-03)
In this seminar, students will explore the linkages between language and identity among majority/minority language groups in three cases in the Hispanic world: Paraguay, where Guaraní and Spanish have co-official status; Catalonia, where Catalan and Spanish have co-official status; regions in the U.S. where Spanish is widely spoken, but has no official status. In the first of these cases, Spanish is the dominant or major language; in the second it is of roughly equal status with the co-official tongue; and in the third it is the minority language. We will examine the personal, cultural, political, and linguistic implications of the phenomenon of languages in contact, as manifested in these three contexts. 3 hrs. lect./disc.

SP 413 Language and Society in the Spanish-Speaking World (Spring 2003)
Languages and societies coexist in a manner that often leads to complex interrelationships and even conflict. Sociologists and linguists have developed disciplines that attempt to study the effects of social variables (e.g., class and gender) on language variables (e.g., language structure and pronunciation). The interaction of the two types of variables may result in issues of equality, cognition, and linguistic difference. How are languages different from dialects? Do different social groups talk differently? What is the role of linguistic policy in society? This course will study these topics, focusing on the Spanish-speaking world. 3 hrs. lect/disc. (L. Comajoan)

SP 421 The Nationalisms of Spain (Fall)
Since the late 1400s, Spain has endured the constant tension between acceptance and rejection by a centralized power, which has attempted, at times with clear success, to eliminate regional differences and to eradicate national identities. After almost 40 years of strict repression (1939-1975), the return to democracy in Spain has revitalized strong nationalist sentiments, particularly in the three regions of Cataluña, País Vasco, and Galicia (also known as "nacionalidades históricas"). In this course we will examine the birth, establishment, and evolution of these nationalist movements from a social, historical, and political perspective. We will consider how these regions view themselves and one another. Further, we will study many of the radical forms of nationalism such as terrorism and xenophobia, and their impact upon the nation as a whole. We will explore how regional nationalism might survive the consolidation of the European Union. 3 hrs. lect./disc. (A. Martínez-Lage)

SP 437 The Idea of (Latin) America (Not offered 2002-03)
This course will examine a wide array of texts from Colonial times until the twentieth century, including essays and fictional writings by authors such as Bello, Rodó, Figari, Martí, Torres-García, García Márquez, Vargas Llosa, etc. It will explore the various ways in which artists and intellectuals have construed both the notion "America" and the subcategory "Latin America," focusing on the relationship between these self-descriptions and notions such as utopia, colonialism, dependency, race, etc. (At least two courses at the 300 level or above or by waiver.) 3 hrs. lect./disc.

SP/WG 440 Spanish Fascism in Women's Literature (Not offered 2002-03)
This course will deal with the impact of Spanish Fascism on the works of several women writers who wrote from the 1930s to the 1950s. We will focus on a close reading of their novels and will study the various ways in which each sought to engage Fascism through the representation of their female characters. We will pay special attention to the works of Carmen de Icaza, Maria Luisa and Concha Linares-Becerra, Concha Espina, and Mercedes Formica, among others. 3 hrs. lect./disc.

SP 442 Love and Eroticism in Spanish Golden Age Literature (Not offered 2002-03)
This course will focus on the cultural changes and continuities that define the notions of love, sex, and eroticism throughout Spanish Renaissance and Baroque literature. With a selective reading of poetry, narrative, and drama,

we will study examples of their Platonic, Neoplatonic, courtly, and Petrarchan manifestations. Additionally, we will analyze human-human and human-divine relationships within a framework of amorous and mystic literature. We will read texts by Garcilaso, Herrera, Aldana, Teresa de Avila, San Juan de la Cruz, Lope de Vega, Calderón de la Barca, and Francisco de Quevedo, among others.

SP/WG 443 Fictional and Cinematic Representations of Masculinity from Francoist Spain to the Present (Not offered 2002-03)

The course will examine literary and cinematic examples that construct the white man as heroic, divine, oppressive, victimized, feminized, internally divided, and self-destructive. In order to understand the present moment of male deprivileging, one needs to trace the changes in representation since the post-war period in Spain. These different constructions will be contextualized and studied, along with the following historical shifts in twentieth-century Spain: Francoist depiction of patriarchy, repression in the dictatorial regime, transition to democracy, the rise of nationalisms, and the disillusionment in the '90s. 3 hrs. lect./disc. **LIT LNG EUR**

SP 475 Literatura gauchesca (Not offered 2002-03)

This course will examine the roots of the culture of the Río de la Plata region through the study of gauchesca literature. We will concentrate on issues of the formation of national identity; city vs. Pampa; written vs. oral texts; the transformation of the gaucho from vagabond to national myth; and the use of literature as a political tool. Authors include Hidalgo, Pérez, Ascasubi, del Campo, Hernández, Gutiérrez, Güiraldes, and Borges. 3 hrs. lect./disc.

SP 476 The Spanish American Historical Novel (Spring)

This course will examine the origins of the historical novel and how some of the European presuppositions of the genre came into conflict with the Spanish American context, causing narratological and thematic differences to appear in the nineteenth-century Spanish American historical novel. Our attention will rest mainly on the twentieth century, with what some have called the "new historical novel," and how these novels problematize the notion of history and its relationship with fiction, truth, knowledge, historical memory, and power. Authors include: López, Carpentier, Fuentes, García Márquez, Vargas Llosa, and Piglia. (Seniors with at least two courses at the 300 level or above, others by waiver) 3 hrs. lect./disc. (M. Fernández)

SP/WG 478 Spanish Women Writers: Expanding the Canon (Not offered 2002-03)

(Formerly SP/WG 374) The purpose of this course is to discuss a wide range of contemporary Spanish women writers. Its aim is to examine women's writing and to explore the ways in which that writing has changed and developed over time and particularly under the influence of the current wave of feminism.

SP 480 Las formas del yo: Autobiografía y ficción autobiográfica en México y Guatemala (Not offered 2002-03)

The affinities and differences between autobiography proper and autobiographical fiction will be the main object of study for this course. This seminar will explore the ways in which Guatemalan and Mexican writers of memoirs, autobiographical novels, and testimonial literature posit and/or question their texts as viable vehicles for self-construction in the context of history, society, gender, the environment, and literary traditions. We will read works by Elizabeth Burgos-Rigoberta Menchú, Nellie Campobello, Augusto Monterroso, Elena Poniatowska, and Luis Zapata.

SP 489 Impossible Worlds: Contemporary Spanish American Literature of Fantasy (Fall)

The seminar will focus on important examples of Spanish American literature of fantasy in the twentieth century. We will investigate the anthropological, ideological, and literary foundations of *real maravilloso* and *realismo mágico*. These movements, together with literatura fantástica will be examined in the context of avant-garde movements in our continent and abroad. Readings will include fiction by Jorge Luis Borges, Julio Cortázar, Alejo Carpentier, Gabriel García Márquez, and/or Juan Rulfo. Analyses of films and art will complement the discussion. 3 hrs. lect./disc. (G. González-Zenteno)

SP 500 Independent Study (Fall, Winter, Spring)

The department will consider requests by qualified juniors and senior majors to engage in independent work. (staff)

SP 705 Senior Honors Thesis (Winter, Spring)

The department will award honors, high honors, or highest honors on the basis of a student's work in the department and performance in SP 705.

Requirements:

1. A student who, by the end of his or her junior year, has completed 10 courses that count towards the major with an average of A- or better may initiate the procedure for an honors thesis proposal.
2. The A- average must be maintained in the course or courses that the student may be taking during the semester of application for an honors thesis. SP 705 is not considered one of the 11 courses required for the major.
3. The student must find a topic that he or she wants to develop into an honors thesis. The student must also find a member of the department who is interested in working with him or her on that topic. The department will consider topics in areas in which the faculty of the department has expertise.
4. The student submits a thesis proposal with a bibliography to a prospective adviser in the department before the fall midterm recess begins. If the thesis proposal is deemed viable by the adviser, the proposal will be submitted to the faculty of the department by November 1. The department may accept the proposal, require some

modifications to it, or reject it. A final version of the proposal must have been accepted by the end of fall term classes.

5. The due date for the first draft of the thesis is April 1.
6. The due date for the final copy of the thesis is the last day of classes.
7. The department nominates a second reader for each thesis project. The second reader will participate in the correction of and commentary on the first draft. In case of a discrepancy, the department chair makes the final decision.
8. The department will require an oral presentation by the student during exam week and/or during graduation weekend.

N.B.: Students graduating in March should consult with the chair concerning scheduling deadlines.

PORTUGUESE

PO 101 Beginning Portuguese I (Fall)
A fast-paced introduction to Portuguese which focuses on the development of four skills: comprehension, reading, speaking, and writing. Students are expected to continue with Portuguese 102 in winter term, and Portuguese 103 in spring term, after successful completion of Portuguese 101. Classes meet 5 times a week. **LNG** (staff)

PO 102 Beginning Portuguese II (Winter)
Continuation of Portuguese 101. (Portuguese 101)

PO 103 Beginning Portuguese III (Spring)
Continuation of Portuguese 102. Intensive reading, writing, and speaking. (Portuguese 102) Classes meet five times a week.

PROGRAM IN STUDIO ART

Professors: Jim Butler (program director, fall, winter), John Huddleston, Eric Nelson; *Artist-in-Residence:* To be appointed (spring)

The Program in Studio Art is dedicated to teaching liberal arts students to express themselves in the plastic arts through visual media. Our program's mission is geared to both the Middlebury student who wishes only to sample an experience in studio art, as well as to the student who wishes studio art to be the central focus of his or her studies at Middlebury.

Our teaching faculty is comprised of distinguished artists who are dedicated to the idea that creativity and personal expression are of vital importance in the lives of all people. We teach drawing, painting, printmaking, photography, sculpture, and video. Augmenting our core curriculum are semester courses offered by visiting artists-in-residence. Our curriculum teaches students not only the technical methods for making images in the media we teach, but more important, to use these skills to engage issues of personal and cultural meaning. Our faculty often are asked if one needs "talent" in order to study studio art at Middlebury. The answer is an emphatic "no." Over two thirds of students studying studio art in our program are nonmajors and come from all areas of the College. Furthermore, students who elect to major in studio art are as likely to become writers, architects, or teachers, as well as artists. Our classes are structured to provide close, individualized instruction within large and generous studio facilities. Experimentation and a spirit of invention are encouraged within the context of intense study and work.

Required for the Major: AR 159 and AR 160 (Studio Art I and II); two art history courses; plus eight additional courses in art, at least six of which must be in studio. Seniors who have demonstrated their ability to work independently may apply by portfolio review to do a year of senior work (AR 720, three course credits) culminating in a spring exhibition. Students enrolling in studio courses should be aware that there will be expenses for materials beyond those supplied by the Program in Studio Art. For estimates, consult the instructors of the courses you are considering.

Joint Major Requirements: Minimum requirements AR 159, AR 160; 1 history of art course; 4 upper level (300 and above) studio art courses or approved equivalents. Senior work to be determined with advisers.

Minors in Studio Art: AR 159, AR 160, four courses at the 300 level or higher.

Honors: Categories of honors are based upon cumulative departmental averages as follows: honors, 3.1 or higher; high honors, 3.5 or higher; highest honors, 3.7 or higher.

Teacher Training: Students interested in teacher training in art should consult with the chairs of the teacher education program and the studio art program.

AR 159 Studio Art I: Drawing (Fall)
A complete and thorough basic drawing course. Mediums used will be pencil, charcoal, conte crayon, and pastel. Work will be done from observation and invention. Line, perspective, value, composition, and introduction to color will be discussed. Assignments will involve students with the formal and technical aspects of drawing and with the idea of drawing as an individual means of expression. No prior drawing experience is assumed or expected. Required of all art majors and minors. Junior and senior nonmajors will be assigned unfilled spaces only after art majors have been accommodated. Each section is limited to 20 students. Note that the following winter term courses will count as substitutes for AR 159: AR 165 Collage/Assemblage, AR 170 Beginning Oil Painting, and AR 175 Basic Drawing. 6 hrs. lect. **ART** (J. Butler, J. Huddleston, E. Nelson, staff)

AR 160 Studio Art II: Sculpture, Painting, Video (Spring)
A continuation of AR 159, which is split into two six-week segments. In the first segment we will introduce three-dimensional concepts with the media of clay, soap, wire, cardboard, plaster, and mixed materials. In the second segment we will introduce applied color theory through the

medium of acrylic paint. Mr. Huddleston's section of this course will feature a video-making segment in place of the painting segment. Assignments will involve students with the idea of sculpture, painting, and video as means for individual expression. Required of all art majors and minors. (AR 159 is suggested preparation for this class but is not required.) Note that many winter term courses in studio art will count as a substitute for AR 160. 6 hrs. lect. **ART** (J. Butler, J. Huddleston, E. Nelson, staff)

AR 309 Painting (Fall)
Basic oil painting with the emphasis on structuring pictorial space in representational and nonrepresentational or abstract conceptions. Use of new and traditional media. Students will work with still life, landscape, and the human figure. Limited to 15 students. (AR 159 and AR 160 or WT equivalent) 6 hrs. lect. **ART** (J. Butler)

AR 310 Painting (Spring)
Oil painting with an emphasis on process, abstraction, and issues of materials and scale. Students will work from life and invention. (AR 159 and AR 160) 6 hrs. lect. **ART** (staff)

AR 315 Printmaking (Fall)
Studio instruction in traditional and contemporary methods of intaglio printmaking. Critical emphasis on monochrome imagery, augmented by extensive slide lectures, providing the student with a thorough background in recent developments in the intaglio medium. Limited to 15 students. (AR 159 and AR 160) 6 hrs. lect. **ART** (staff)

AR 316 Printmaking (Spring)
Continued instruction in the intaglio medium, incorporating the collagraph method and the full range of color methods, including ink viscosity, multiple plate, and relief color printing. (AR 159, AR 160 and AR 315) 3 hrs. lect. **ART** (staff)

AR 319 Sculpture (Fall)
An introduction to the fundamental principles and techniques of sculpture in both traditional and contemporary practice. Instruction will include: modeling, mold-making, casting, and construction in wood, metal, and mixed materials in figurative and nonfigurative forms of expression. Limited to 15 students (AR 159 and AR 160) 6 hrs. lect. **ART** (E. Nelson)

AR 320 Sculpture (Spring)
A continuation of AR 319. Students will pursue expression in three-dimensional form with an emphasis on the issues of size and scale while exploring new techniques and concepts. (E. Nelson)

AR 327 Photography (Fall)
An introduction to the discipline. Exploration of traditional and contemporary photographic expression, including portraiture, landscape, street, and collage. Some study of the history of photography. Basic camera and darkroom techniques. Students must have a 35 mm camera with manual focus and manual aperture with shutter speed settings. Limited to 15 students. (AR 159 and AR 160 or two semesters of video production, TH 135, TH 235, Sight and Sound I and II). 6 hrs. lect. **ART** (J. Huddleston)

AR 328 Photography (Spring)
A continuation of AR 327. 6 hrs. lect. (J. Huddleston)

AR 332 Special Topics in Studio Art: (Spring)
6 hrs. lect. (AR159 and AR160 or WT equivalents) (staff)

AR 520 Advanced Studies in Studio (CW 5) (Fall, Spring)
Supervised independent work in studio. Studio independents are required to attend regular group critiques with the studio art faculty and the other senior studio independents. (Admission by portfolio review the week prior to registration, and recommendation of resident faculty member is required.) 3 hrs. lect. (staff)

AR 720 Senior Independent Study in Studio (CW 5) (Fall, Winter, Spring)
Three terms of supervised independent work. Culmination of independent work will be an exhibition. All senior studio art independents will meet for regular group critiques with the studio art faculty and other senior studio independents. (Admission by portfolio review the week prior to registration and recommendation of resident faculty member is required.) 3 hrs. lect. (staff)

GUIDELINES FOR INDEPENDENT WORK IN STUDIO ART

Under no circumstances will a student be allowed to register for AR 520 or AR 720 unless his or her adviser's signature is on the official registration card. Advisers will sign cards only after a discussion concerning planned senior work. Independent work can be undertaken only in areas in which students have done previous work at the college level and have demonstrated that mastery of the artistic medium is sufficient to justify independent study. For independent work each student must submit a written proposal for consideration and approval by the entire studio art faculty,and, most important, students must submit a portfolio of previous studio art work for review by the studio faculty. Students must indicate their previous experience in the study of studio art, the precise nature of the project, and the work that will result from their semester's endeavor. All students enrolled in AR 520 or AR 720 must keep Wednesday evenings free for bimonthly critical sessions with the studio art faculty and peers. These sessions are required, and no exceptions or exemptions can be made.

TEACHER EDUCATION

Director: Bob Prigo; *Lecturers:* Gregg Humphrey, Heather McCollum; *Assistants in Instruction:* Sandi Olivo

The Teacher Education Program offers five minors. For students interested in pursuing a career in either elementary (K-6) or secondary (7-12) teaching, the program offers minors that lead to a recommendation for initial teacher licensure in Vermont, which is also reciprocated in most other states. For students who have a general interest in either elementary or secondary education, but who are not necessarily considering a career in teaching or licensure at this time, the Program offers minors without the professional semester component. The program also offers a broad minor in education, without recommendation for licensure, for students interested in the full range of K-12 education. In every minor, emphasis is given to actual classroom practice. Except for the foundation course, Education in America, all teacher education courses require field placements in local school classrooms.

The Teacher Education Program offers students the opportunity to couple their subject matter expertise with an understanding of how children and adolescents learn and develop. Courses and cognates introduce students to the foundations of education, a range of teaching strategies and methodologies, the uses of technology, classroom management practices, and formative and summative assessment techniques. Methods for working effectively with students from diverse backgrounds and with special needs are also addressed.

In order to be recommended for teacher licensure in Vermont, the student must submit a teacher licensure portfolio. The portfolio must demonstrate ability to plan and teach lessons; to plan, implement and evaluate instruction over time; to use a variety of assessments for modifying instruction and assessing learning; to plan and implement accommodations for students with special needs; to work as a team member and advocate for students and families; and to analyze and reflect on practice and plan for evolution as an educator. At the end of the professional semester, the student will present the licensure portfolio for review to the Teacher Education Portfolio Review Committee. The Portfolio Review Committee is comprised of the cooperating teacher, college supervisor, liberal arts mentor and, when possible, the director of teacher education.

Just prior to the professional semester, each student will select his or her liberal arts mentor. The role of this liberal arts faculty mentor, who is usually chosen from the student's academic major department, is to provide resources and advice in the development of a teaching unit, to visit at least two classes and give feedback on the instruction, and to participate in the review of the student's teacher licensure portfolio.

Students interested in pursuing a minor with teacher licensure should notify the director of the Teacher Education Program of their interest as early as possible, preferably by the fall of the sophomore year. Students who intend to study abroad should be especially careful to plan ahead and should begin their program in teacher education as early as the first year, if possible. Students should plan on devoting a full term (four courses) to their professional semester of student teaching.

Requirements for the Minor in Elementary Education with Recommendation for Licensure (Grades K-6): One term of college science or one term of college mathematics, PY 225, PY 327 (required for students entering Middlebury College fall 2000 or after), TE 305, TE 315, TE 317 (winter term), TE 404-407 with satisfactory review of the student's teacher licensure portfolio by the Teacher Education Portfolio Review Committee.

Requirements for the Minor in Elementary Education without Recommendation for Licensure: PY 225, PY 327, TE 305, TE 315, and TE 317 (winter term).

Requirements for the Minor in Secondary Education with Recommendation for Licensure (Grades 7-12): A major or its equivalent in a discipline that coincides with a subject taught widely in public secondary schools*; TE 115 or SA 215 (required for students entering Middlebury College fall 2001 or after); PY 216; PY 327 (required for students entering Middlebury College fall 2000 or after); TE 320; TE 327 or DeWitt Clinton High School Internship (winter term); and TE 414-417 with satisfactory review of the student's teacher licensure portfolio by the Teacher Education Portfolio Review Committee.

*Middlebury College is authorized to recommend licensure in the following subject areas: art, computer science, dance, English, social studies, mathematics, modern language (French, German, Russian, Spanish), and science (earth science, biology, chemistry, geology, physics).

Note: Students majoring in history or a social science (economics, geography, political science, psychology, or sociology/anthropology) can be recommended for licensure in social studies, but such students must also complete a course dealing with geography, a course dealing with a culture or society outside North America, and the two United States history courses, HI 203 and HI 204.

Requirements for the Minor in Secondary Education without Recommendation for Licensure: TE 115 or SA 215, PY 216, PY 327, TE 320, and TE 327 or DeWitt Clinton High School Internship (winter term).

Requirements for the Minor in Education without Licensure: Any five of the following courses: TE 115 or SA 215, TE 305, TE 315, TE 317 (winter term), TE 320, TE 327 or DeWitt Clinton High School Internship (winter term), PY 327, and TE 500. At most, one TE 500 course can count towards this minor.

The Teacher Education Program recommends the following courses to supplement any of the teacher education minors: PY 105, SA 215, AD 116, PY 421, and PY 424.

Furthermore, teacher education minors should survey winter term course offerings and internships that would supplement their study in education.

TE 115 Education in America (Spring)
What are schools for? This course examines the American school as a social, political, and cultural institution. A large portion of our population has entered the national discussion regarding the purposes and effects of education. We will both join and study this conversation. We will develop new understandings of current policy disputes by examining the familiar through different ideological and disciplinary lenses. The tools of inquiry in the social sciences will be used to investigate such controversial issues as school choice, bilingual and multicultural education, school funding, affirmative action, special education, state and national standards, standardized testing,

and "accountability." 3 hrs. lect./1 hr. disc. **SOC USA NOR** (H. McCollum)

TE 305 Teaching of Literacy and Social Studies in the Elementary School (Spring)
This course is designed to provide prospective elementary teachers with an understanding of literacy and social studies instruction for all learners in K-6 classrooms. In addition to the classes, students will participate in a field experience of observing and helping out in elementary school classes in the Middlebury area (approximately 24 hours). The course will view literacy development (reading, writing, speaking, listening, and viewing) in such a way that assessing and planning instruction fits naturally into everyday classroom activities. We will explore a variety of topics and issues related to social studies: Vermont and National Standards, interdisciplinary approaches, and assessment. *(Approval required)* 3 hrs. lect./1 hr. disc. (G. Humphrey)

TE 315 Teaching of Mathematics and Science in the Elementary School (Fall)
This course is an examination of current theory, research, methods, and materials of elementary school mathematics and science. In addition to the classes and lab, students will participate in a field experience of observing and helping out in elementary school classes in the Middlebury area (approximately 24 hours). Students will construct a working knowledge of assessment and the scope and sequence of mathematics and science skills, concepts, and dispositions; how children learn mathematics and science; effective teaching skills and strategies; and the role of the national and Vermont standards in teaching and learning mathematics and science. *(Approval required)* 3 hrs. lect./3 hrs. lab. (G. Humphrey, R. Prigo)

TE 320 Teaching Reading and Writing Skills in Secondary School Subjects (Fall)
An introduction to curricular and instructional theory as it relates to the teaching of reading, writing, and study skills in the secondary school subject areas. This course is designed to familiarize prospective teachers with the nature of the reading process and strategies to develop critical thinking skills in the various disciplines. We will also consider the politics of literacy and the importance of socio-economic, linguistic, and cultural factors in making appropriate choices about methods and materials for diverse populations. Students are also expected to spend at least two hours per week observing and tutoring in secondary schools in the Middlebury area. *(Approval required)* 3 hrs. lect. (H. McCollum)

TE 404 Curriculum Development in Elementary Education (Fall, Spring)
Concurrent with student teaching, this course is designed to provide guidance in curriculum development and its implementation in the elementary classroom, and to explore issues related to the teaching process and the profession. Students will construct a Teaching Licensure Portfolio as well as exchange ideas about their student teaching experiences. Topics including technology, classroom management, special education, and assessment will be featured. The *Vermont Framework of Standards and Learning Opportunities*, the five *Standards for Vermont Educators*, and the *Principles for Vermont Educators* will guide the development of the Teacher Licensure Portfolio. (Corequisite: TE 405, TE 406, TE 407 *(Approval required)* 3 hrs. lect. (G. Humphrey).

TE 405 Student Teaching in the Elementary School (Fall, Spring)
A semester-long practicum in a local elementary school under the direct supervision of an experienced cooperating teacher. (Corequisite: TE 404) (*Approval required*) (G. Humphrey, R. Prigo)

TE 406 Student Teaching in the Elementary School (Fall, Spring)
See TE 405. (*Approval required*) (G. Humphrey, R. Prigo)

TE 407 Student Teaching in the Elementary School (Fall, Spring)
See TE 405. *(Approval required)* (G. Humphrey, R. Prigo)

TE 414 Curriculum Development in Secondary Education (Fall, Spring)
Concurrent with student teaching, this course is designed to provide guidance in curriculum development and its implementation in the secondary classroom, and to explore issues related to the teaching process and the profession. Students will construct a Teaching Licensure Portfolio as well as exchange ideas about their student teaching experiences. Topics including technology, classroom management, special education, and assessment will be featured. The *Vermont Framework of Standards and Learning Opportunities,* the Five *Standards for Vermont Educators,* and the *Principles for Vermont Educators* will guide the development of the Teacher Licensure Portfolio. *(Approval required)* 3 hrs. lect. (H. McCollum)

TE 415 Student Teaching in the Middle School/ High School (Fall, Spring)
A semester-long practicum in a local middle or high school under the direct supervision of an experienced cooperating teacher. (Corequisite: TE 414) *(Approval required)* (H. McCollum, R. Prigo)

TE 416 Student Teaching in the Middle School/ High School (Fall, Spring)
See TE 415. *(Approval required)* (H. McCollum, R. Prigo)

TE 417 Student Teaching in the Elementary School (Fall, Spring)
See TE 415. *(Approval required)* (H. McCollum; R. Prigo)

TE 500 Independent Project (Fall, Winter, Spring)
(staff)

Two Winter Term Courses and an Internship are Regularly Offered at Middlebury:

TE 317 Children and the Arts

This course will examine the integration of the arts into the elementary curriculum. Students will teach standards-based lessons that include the literary, performing, and visual arts., Activities will include art projects, sketch journals, reading assignments, and the exploration of community and teaching resources. Students will gain an understanding of the important role the arts can play in the curriculum through field placements in local schools (approximately 15 hours/week) and class discussions. *(Approval required)* (G. Humphrey)
Credit/No-credit
Limit on enrollment: 15

TE 327 Field Experience in Secondary Education and Special Education

Required for students with a minor in secondary education, this course provides students with the opportunity to explore secondary teaching and special education. Working closely with practicing middle and high school teachers, students will spend five days a week (8:30 A.M.-2:15 P.M. in the schools, observing, tutoring, directing small-group learning, developing lessons, and assessing student work. In the seminar associated with the field experience, students will explore, through selected readings and a case study, the policy and pedagogy of special education for students with learning disabilities. Further topics in secondary education will be addressed. *(Approval required)* (M. Drexler, H. McCollum)
Credit/No-Credit
Limit on enrollment: 15

DeWitt Clinton High School Internship

This course provides teaching and learning opportunities at New York City Public Schools with a focus on DeWitt Clinton High School, an urban school in the Bronx. During the term, each student will be assigned to work as an intern with a classroom teacher or program at a New York City school. Tasks will vary but may include: observing classes, tutoring, directing small-group work, working with special education students, working in the computer lab and working with outreach programs. Students will spend five full days at the school each week, keep a journal, and write up a case study in special education. In addition, there will be visits to other schools and educational programs in the area. *(Approval required)* (H. McCollum, Teacher Education; L. Nesbitt, DeWitt Clinton Partnership Administrator) Please contact either Heather McCollum or Leroy Nesbitt during the first week of November, prior to registration.
Credit/No-credit
Limit on enrollment: 8

The Professional Semester

Admission to the professional semester is by application only. Deadlines are March 15 for students wishing to do their student teaching in the following fall term and October 15 for student students wishing to do their student teaching in the following spring term. Applications can be obtained from Bob Prigo, director of teacher education, Twilight Hall 107.

In order to be assured of a positive recommendation for teacher licensure, students must complete TE 404 or TE 414 with a grade of at least a B and TE 405-407 or TE 415-417 with a pass.

Prerequisites to the Professional Semester:

Note: In a few cases, students may elect to do their professional semester during the fall of their senior year. Such students will need to show progress towards meeting the prerequisites listed below and will not be recommended for teacher licensure until successful completion of all graduation requirements.

Successful completion of a first-year seminar, a College writing course, a major, and the college-wide distribution requirement;

Successful completion of all pre-practicum course requirements for the minor in secondary or elementary teacher education with recommendation for licensure;

Satisfactory performance of at least 60 hours of field placement work in local schools;

Assessment by the teacher education faculty of a student's communication skills in prerequisite courses;

Assessment by a liberal arts faculty, usually from the student's major;

An overall B or better average in courses taken before the professional semester;

A B or better average in the field of major studies before the professional semester;

A sincere interest in undertaking student teaching and becoming a teacher as reflected in the student's self-recommendation essay;

Review by the Teacher Education Committee of the applicant's transcript, performance in Teacher Education and related courses, self-recommendation essay, and Academic Reference form completed by a liberal arts faculty;

Possession of such personal qualities as initiative, dependability, self-confidence, empathy, cooperativeness, and flexibility in adapting to new situations, as evaluated by the Teacher Education Program faculty, by other faculty at the College, and, when appropriate, by classroom teachers involved in the student's field placements.

Professional Semester Placements: Student teachers will be placed in Vermont schools within a short driving distance of Middlebury College. This generally limits placements to the ACSU (Addison Central Supervisory Union) and ANESU (Addison Northeast Supervisory Union) schools. Students will be expected to provide or arrange their own transportation.

The Ninth Semester Program: Students who wish to gain a recommendation for teacher licensure, but are unable to complete the professional semester during their undergraduate years, may apply to undertake the professional semester after graduation. To be eligible, students must have completed all of the pre-practicum course requirements and prerequisites to the professional semester (listed above). The tuition for the Ninth Semester Program is the same as the fee charged to Special Students for one course. (See "Student Finances" under General Information.) Students who have not received Financial Aid, but who can demonstrate need may apply to the director of the TE program for a reduction of the fee.

Licensure Exams: While successful completion of the student teaching semester and licensure portfolio fulfills the education minor and leads to a recommendation to the Vermont Department of Education for teacher licensure, the student will still need to obtain passing scores on the Praxis I and II Exams to secure their teaching license.

Information on the Praxis I and II Exams can be obtained from Bob Prigo, director of teacher education, Twilight Hall 107.

THEATRE AND DANCE

Professors: Cheryl Faraone, Andrea Olsen (on leave academic year), Richard Romagnoli, Douglas Sprigg (theatre chair); *Associate Professors:* Mark Evancho; *Assistant Professors:* Jule Emerson (on leave fall), Peter Schmitz; *Visiting Instructor:* Claudio Medeiros; *Lecturers:* Penny Campbell dance program chair, *Visiting Lecturers:* Dana Yeaton (fall) *Technical Director:* Allison Rimmer; *Assistant Technical Directors*: James Dougherty, Hallie Zieselman; *Lighting Designer and Technical Director for Dance:* Jennifer Ponder; *Costume Director:* Linda Waters; *Artist-in-Residence in Dance:* Amy Chavasse; *Musical Director for Dance:* Michael Chorney

MAJOR PROGRAM

The Department of Theatre and Dance provides intensive exposure to several artistic forms. Students electing a major will focus in either theatre or dance, studying some combination of acting, directing, design, playwriting, dramatic literature, or dance.

Required for the Major: Majors in theatre and dance are expected to do independent work: TD500 Dance, TH 701 or TH 705 Theatre.

THEATRE

Consult our Web site http://www.middlebury.edu/~tdfv/theatre.html for the most current information, performance schedules, and links to our professional affiliate, the Potomac Theatre Project. The theatre program is designed to encourage creativity, artistic excellence, and a rigorous examination of the current and historical possibilities for theatrical expression. Theatre guides students toward an integrated understanding of all aspects of the theatrical experience while sharpening their creative and analytic skills in acting, directing, designing, playwriting, literature, history, and criticism. Students selecting theatre will take The Creative Process (AD 116), Acting I: Beginning Acting (TH 102), Directing I (TH 214), Twentieth-Century Performance Aesthetics (TH 306), one course in design to be determined in consultation with their adviser, and senior independent project (TH 701 or TH 705). Beginning in 2002/03, students in theatre will have the option of substituting a senior seminar for the senior independent project. In addition, students will choose one of the following tracks: acting/directing; design/production; or dramatic literature, theory, and playwriting:

Acting/Directing Track: Students choosing the acting/directing track will also take two courses in dramatic literature/history, one of which must have a TH prefix, three courses in performance, and one additional course in any area, for a total of six additional courses, to be determined in consultation with their adviser.

Design/Production Track: Students choosing the design/production track will also take HA 110, HA 111, and four additional courses in design (see below), to be determined in consultation with their adviser.

Dramatic Literature, Theory, and Playwriting Track: Students choosing the dramatic literature, theory, and criticism track will also take Playwriting I (TH/EL 218). The remaining five courses include: two additional dramatic literature courses with a theatre prefix and three other courses (to be selected in conjunction with the student's adviser) from among the following in literature, theory, and criticism: Greek Tragedy (CL 152), Modern British Drama: 1890-1950 (EL 229), Contemporary British Drama: 1950-Present (EL 230), Restoration and Eighteenth-Century Drama (EL 306), Seventeenth- and Eighteenth-Century English and European Drama (EL/LS 308), Modern Drama (EL/LS 310), Shakespeare's Comedies and Romances (EL 319), Shakespeare's Tragedies and Histories (EL 320), Shakespeare (EL 321), or Introduction to Literary Theory and Criticism (CS/LS 360).

COURSE CATEGORIES:

Drama/History: Contemporary Women Playwrights (TH/WG 206), Contemporary British Playwrights: The Second Wave (TH 208), American Drama (TH 216), Modern Drama (TH 226), Twentieth-Century Performance Aesthetics (TH 306), History of Western Drama (TH 326),

Performance: Acting I: Beginning Acting (TH 102), Acting II: Voice/Body for the Actor (TH 202), Production Studio: Acting/Directing (TH 210/220)*, Directing I (TH 214), Playwriting I (TH 218), Advanced Playwriting II (TH 228), Acting III: Scene and Monologue Study (TH 302), Directing II: Problems in Directing (TH 324), Acting IV: Styles of Acting (TH 402), Special Topics: Production Company (TH 404)*, Spring Repertory (TH 429) **Only one*

Design: Visual Creativity for the Stage (TH 101), Scenic Design I (TH 111), Lighting Design I (TH 113), History of Western Dress (TH 125), Costume Design I (TH 205), Costume Design II (TH 215), Scenic Design II (TH 221), Lighting Design II (TH 223), Production Studio: Design (TH 119/129)* **Only one*

The Theatre Minor: The theatre minor consists of six courses, as follows: TH 101 Visual Creativity for the Stage; TH 102 Acting I: Beginning Acting; AD 116 The Creative Process, one production studio course; and any two dramatic literature courses with a theatre prefix, one of which must be at the advanced level.

The Theatre Acting/Directing or Dramatic Literature/Theory Joint Major: Students choosing the acting/directing or dramatic literature/theory tracks as a joint major are required to take seven courses: The Creative Process (AD 116), Acting I (TH 102), Directing I (TH 214), Twentieth-Century Performance Aesthetics (TH 306), one design course (see listings above), one additional performance or literature course (see listings above), and Senior Independent Project (TH 701).

The Theatre Design Joint Major: Students choosing the design track as a joint major are required to take seven courses: The Creative Process (AD 116), Acting I (TH 102), Directing I (TH 214), Twentieth-Century Performance Aesthetics (TH 306), two design courses (see listings above), and Senior Independent Project (TH 701).

DANCE

Central to the dance focus is the development of the creative artist through critical study and regular practice in contemporary dance techniques, improvisation and choreography, history, theory, experiential anatomy and kinesiology, and performance. Individual talents and interests will draw a student toward advanced study/application of dance in many possible areas within the department and/or broader College curriculum. The dance major is designed to provide a solid and extensive base of intellectual and experiential expertise in dance, applicable widely, as well as necessary flexibility to accommodate individual educational goals.

Core courses required for dance are: The Creative Process (AD 116), Dance History (TD 284), Anatomy and Kinesiology (TD 276), three terms of technique at or above the 200 level, an independent project (TD 500, normally undertaken in the second semester of the junior year or as a senior), and two additional courses chosen from within the regular fall and spring course offerings in the dance program. Three other courses at the 200 level or above are carefully selected in consultation with a dance faculty adviser to complete the major and deepen expertise in the dimension of dance study appropriate to the individual student. Suggested are courses in history of art and architecture, creative writing, music, theatre, design, or film/video. A 700-level independent project may be approved for the senior year if supported by prior exemplary work and careful planning.

The Dance Joint Major: The dance joint major consists of seven courses as follows: (1) Three courses in dance technique and choreography, two of which are at or above the 200 level (2) AD 116: The Creative Process (3) TD 284: Dance History (4) TD 276: Anatomy and Kinesiology *OR* TD 277: Body and Earth (5) TD 500: Senior Independent Project.

The Dance Minor: The dance minor consists of five courses, as follows: (1) two courses in dance technique and choreography at or above the 200 level (TD 260, TD 261, TD 360, TD 361, TD 380, TD 381); (2) TD 276 Anatomy and Kinesiology or TD 277 Body and Earth; (3) TD 284 Dance History or TD 279 Movement Intentionality for the Stage; (4) one additional course from theatre, dance, and film/video course listings.

DEPARTMENTAL HONORS

Theatre: Honors, high honors, or highest honors are awarded to graduating seniors in the theatre program based upon their grade point average in departmental courses, the quality of their senior independent project, and overall distinction in the department. Normally only full majors will be eligible for high or highest honors.

Dance: Honors, high honors, or highest honors are awarded to graduating seniors in the dance program based upon a grade point average of A- or better in department and cognate courses, a grade of A- or better on the senior 500 independent project, and overall distinction in the department. Normally only full majors will be eligible for highest honors.

COLLEGE WRITING PROGRAM

TH/WG 206 Contemporary Women Playwrights, TH/EL 218 Playwriting I, and TD 284 Dance History fulfill the College writing requirement.

DIVISIONAL COURSES

AD 116 The Creative Process (Fall, Spring)

A working examination of the process by which ideas are created and given shape. The individual creative experience is explored in terms of working methods and perceptual forms by means of lectures, discussions, presentations, and readings. AD 116 is a hands-on, experiential course suggested for all non-arts majors with an interest in exploring creativity in the arts. Practical work is closely accompanied by readings intended to trigger investigations of the creative process on a personal/individual level. The course culminates with creation and performance of a short project. Required of theatre and dance majors. (First- and second-year students only) 3 hrs. lect. ART (fall: P. Schmitz, dance; C. Medeiros, theatre; spring: P. Campbell, dance)

DEPARTMENTAL COURSES

TD 500 Intermediate Independent Dance Project (Fall, Winter, Spring)

In consultation with their advisers, dance majors will propose a TH 500 Intermediate Independent Project. Proposal forms approved by the student's adviser will be submitted to the program by April 15 of the preceding term for those wanting credit in the fall term, by October 15 for those wanting credit in the winter term, and by November 1 for those wanting credit in the spring term. Projects will conform to the guidelines which are available in the dance offices. (staff)

TH 505 Intermediate Independent Theatre Project (Fall, Winter, Spring)

In consultation with their advisers, theatre majors may propose a TH 505 Intermediate Independent Project. Preliminary proposal forms (consult Web site for forms) approved by the student's adviser will be submitted to the program by March 1 of the preceding academic year for those wanting credit in the fall, winter, or spring terms. Projects will conform to the guidelines that are available in the theatre office. Students are required to attend a weekly TH 505 seminar. (fall: R. Romagnoli, spring: C. Faraone)

TD 700 Senior Independent Project Dance (Fall, Winter, Spring)

Dance majors who have successfully completed a TH 500 project have the option of proposing to undertake a TH 700 project. The deadlines for submitting proposals are the same as those indicated for TH 500 projects. This option exists only for superior students with well-planned proposals, who have demonstrated an ability to create independent work of exceptional quality. Students should speak to their adviser about specific requirements. (staff)

TH 701/705 Senior Project Theatre (Fall, Winter, Spring)

Senior work is required: Theatre joint majors must take TH 701 as their senior independent work, while full-theatre majors who have successfully completed a TH 505 project will propose a TH 705 project. The deadlines for submitting proposals are the same as those indicated for TH 505 projects. Consult Web site for forms. Students should speak to their adviser about specific requirements. Students are required to attend a weekly TH 701/705 seminar. (fall: R. Romagnoli, spring: C. Faraone)

THEATRE COURSES

TH 101 Visual Creativity for the Stage (Fall)

Students will develop an understanding of color, line, form, shape, texture, and balance as they apply to historical and current theatrical literature. Projects in figure drawing, charcoal and chalk, watercolor painting, and model making are intended to stretch the student's research ability, artistic imagination, critical-analysis, and presentation skills. The class is designed for all students interested in the visual and the performing arts and serves as an introduction to set, costume, and light design. Up to 30 hours of production lab work will be required. 3 hrs. lect./up to 3 lab. **ART** (M. Evancho)

TH 102 Acting I: Beginning Acting (Fall, Spring)

Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Students are expected to audition for departmental shows. (First- and second-year students only) 3 hrs. lect. ART (fall: A. Benedict, D. Sprigg; spring: R. Romagnoli, D. Sprigg)

TH 111 Scenic Design I (Fall)

Exploration and development of basic set design skills for theatre, dance, and film/video. Class projects will introduce the student to sketching, painting, sculpting, script analysis, and presentation skills. The design projects will challenge the student's imagination and creativity through historical and current theatrical literature, the study of artistic movements in theatre, concept development, and research. In addition, students will work on productions in order to understand better how theory relates to practice. Up to 35 hours of production lab work will be required for the course/3 hrs. lect. ART (M. Evancho)

TH 113 Lighting Design I (Spring)

This course examines historical and present lighting theories, theatrical artistic movements, and theatrical literature, leading to the planning and conceptual development of the lighting plot. Class projects will also introduce the student to sketching, painting, sculpture, script analysis, and presentation skills. In addition, students will work on productions in order to understand better how theory relates to practice. Up to 35 hours of production lab work will be required for the course/3 hrs. lect. ART (M. Evancho)

TH 125 History of Western Dress (Not offered 2002-03)

The course will study the different ways in which societies have clothed the human body during various periods of civilization. Beginning with the ancient Greeks, slides and readings will be used to examine the ways in which evolving styles of dress both reveal and enforce the social and political values of a society. Research projects will place particular emphasis upon the relationship between fashion and culture. **ART**

TH 202 Acting II: Voice/Body for the Actor (Fall)

Using Linklater technique for the voice and Alexander technique for the body, students will study the physiological foundations of voice and alignment. By means of interrelated physical and vocal exercises, students will discover ways of changing patterns that restrict a full range of physical and vocal expressiveness. Students will study and present a passage from a naturalistic text and a passage from Shakespeare to explore ways in which their new physical and vocal skills may be used to express a greater range of intellectual and emotional understanding. Students are required to audition for departmental shows. (TH 102 and AD 116; *approval required)* 4 hrs. lect. (D. Sprigg)

TH 205 Costume Design and Figure Illustration I (Spring)

This introductory course will explore the art and practice of costume design for the theatre. Topics will include the psychology of dress, play-script and character analysis, concept development, historical research, figure drawing, and fabric considerations. To provide students with an opportunity to apply their theoretical knowledge of costume design, we will spend a portion of the term working on the costumes for Middlebury's spring term productions. (No prior drawing experience is assumed or expected.) 4 hrs. lect. **ART** (J. Emerson)

TH/WG 206 Contemporary Women Playwrights: Searching for History and Illuminating the Present (CW) (Fall)

The course will include readings and discussion of the work of a number of the most influential and interesting American, Canadian, and European playwrights of the 1970s to the present. Authors to be explored include: Maria Irene Fornes, Caryl Churchill, Pam Gems, Suzan-Lori Parks, Adrienne Kennedy, Naomi Wallace, and others. The playwrights' concerns range from the domestic to the apocalyptic, and their stylistic choices are equally wide ranging. In addition to the study of individual works, the course will also include an overview of the authors' relationships to the culture and to the art form. 3 hrs. lect./4 hrs. CW lect. **ART LIT** (C. Faraone)

TH 208 Contemporary British Playwrights: The Second Wave (Not offered 2002-03)
This course will explore Great Britain's controversial theatrical movement, beginning in the late sixties, which came to be known as "The Fringe." Plays by David Hare, Howard Brenton, Stephan Poliakoff, Howard Barker, David Edgar, Caryl Churchill, Snoo Wilson, Trevor Griffiths, and others will be discussed. Particular focus will be on the plays' dramaturgical and theatrical values, as well as their impact on the overall development of the Fringe theatre movement and its influence on the more traditional theatrical establishment. 3 hrs. lect. **LIT ART EUR**

TH 214 Directing I (Fall, Spring)
As a group, students will analyze one or two plays to discover the process involved in preparing a script for production. Attention will be given to production and design concepts, textual values, auditions, rehearsals, and the structuring of a performance in time and space. During the second half of the course, students will cast and direct one or more scenes to be worked on and performed in class. The practical work is combined with extensive written analysis. (TH 102 and AD 116; *Approval required)* 4 hrs. lect. (fall: R. Romagnoli; spring: C. Faraone)

TH/AL 216 American Drama: Contemporary Playwrights (Not offered 2002-03)
The course will analyze new plays that have been produced since America's withdrawal from Vietnam. Plays by David Mamet, Sam Shepard, John Patrick Shanley, David Rabe, Marsha Norman, John Guare, Miguel Pinero, Emily Mann and others will be studied for their dramaturgical and theatrical values, as well as their sociopolitical import. **LIT ART USA NOR**

TH/EL 218 Playwriting I (CW 16) (Fall)
The purpose of the course is to gain a theoretical and practical understanding of writing for the stage. Students will read, watch, and analyze published plays, as well as work by their peers, but the focus throughout will remain on the writing and development of original work. (An introductory writing course, an introductory theatre course, or by waiver) 4 hrs. lect./individual labs (D. Yeaton)

TH 221 Scenic Design II (Not offered in 2001-02)
A continuation of TH 211, with increasing emphasis, in class, on the design projects and their critiques. (TH 211)

TH 223 Lighting Design II (Spring)
This upper-level course is designed for the very serious student interested in light design. The course offers hands-on experience in the studio lab, studying the relationship of the conceptualization and the organization of a light design for the 3-D stage environment. (TH 113 and by approval) 3 hrs. lect., up to 3 hrs. lab. (M. Evancho)

TH 226 Modern Drama (Not offered in 2002-03)
A study of representative playwrights, from Ibsen and Chekhov to Osborne, whose radical experiment with the form and substance of dramatic and theatrical communication have shaped the drama and theatre as it exists today. Attention will be given to the historical/cultural context of the plays to determine what constitutes "modernism" in the theatre, but the major emphasis will be upon a close study of the dramaturgical techniques employed by each playwright and how these techniques are designed to communicate to an audience in the theatre. **LIT ART EUR**

TH/EL 228 Advanced Playwriting II (Not offered in 2002-03)
For students with experience writing short scripts, this workshop (course) will provide a support structure in which to write a full-length stage play. It will begin with extended free and guided writing exercises intended to help students write spontaneously and with commitment. Class discussions will explore scene construction, story structure, and the development of character. (TH 218, TH/EL 240 and approval required)

TH 302 Acting III: Scene and Monologue Study (Spring)
Designed primarily for majors who have had experience on stage or have otherwise demonstrated a serious interest in performance. The skills introduced in Acting I and Acting II are given intensive application to different kinds of dramatic texts, primarily realistic in nature. Attention will be given to expanding the performer's range of emotional and intellectual expressiveness. (TH 102, TH 202 and approval) 4 hrs. lect. (D. Sprigg)

TH 306 Twentieth-Century Performance Aesthetics (Fall)
An intensive exploration of the evolution of the theory and practice of theatrical experimentation in the twentieth century. Starting with the early challenges to Stanislavskian naturalism manifested in the work of Meyerhold, Craig, Brecht, Grotowski, and Artaud, the course will examine how these challenges influenced theatrical innovation throughout the century. Students will write papers and do presentations on the work of such artists as Peter Brook, Joseph Chaikin, Richard Schechner, Ariane Mnouchkine, Augusto Boal, and others. Questions about the nature of Modernism and the relationship between art and reality will guide an exploration of the performance aesthetics that have dominated this century. (AD 116) 3 hrs. lect./1 hr. screen. (R. Romagnoli)

TH 324 Directing II: Problems in Directing (Fall)
This is a course for the upper level theatre student with previous experience in directing. Students will read, reflect on and analyze, and direct works from segments of various historical periods and in a variety of styles; simultaneously, significant attention will be given to the director/designer collaboration, working with actors, and the pragmatic aspects of mounting a production. (TH 214, additional directing experience or by waiver) 4 hrs. lect. (C. Faraone)

TH 325 Costume Design and Figure Illustration II (Not offered in 2002-03)
Continued instruction in costume design and figure illustration. Design projects will focus on the further development of students' graphic and conceptual abilities. Screenings and performances will be used to enhance the exploration of design aesthetics. (TH 205 or by approval) 3 hrs. lect. **ART** (J. Emerson)

TH 326 History of Western Drama (Not offered in 2002-03)
Using the dramatic text as the primary focus, this course will chart the progression of theatre from its ritualistic origins to the advent of modern drama. This survey will include an overview of theatrical architecture, the evolution of design and acting styles, and the introduction of the director. Since theatre does not exist in a void, a consideration of the social, cultural, political, and scientific milieu of each era studied will be included in the course. Through a major paper, students will have the opportunity to more closely research aspects of a particular period.

TH 400 Special Topics: (Offered as required)

TH 402 Acting IV: Styles of Acting (Not offered 2002-03)
The course will expose students to the rigorous physical, vocal, mental, and emotional demands of "non-naturalistic" acting, beginning with the Greeks, continuing through Shakespeare, Restoration, the eighteenth century, and ending with contemporary absurdist playwrights. Emphasis is first upon an intellectual understanding of the texts, then upon their fullest physical, vocal, and emotional expression. The course is designed for students who have had some prior stage experience. (TH 102 and an additional performance course) 4 hrs. lect./1hr. screen.

TH 425 Special Topics: Costume Design for Actors and Directors (Not offered in 2002-03)
This course will provide students with the skills and training essential to pattern-making and professional costume construction. During the course of the semester, both contemporary and historical techniques will be explored as students work on building period garments.

TH 435 Special Topics: Specialized Costuming Techniques (Not offered in 2002-03)
An introduction to the fundamental principles and techniques used in mask-making, millinery, and fabric dying. This studio course will focus on the practical application of these techniques through individually designed student projects in each area. (Lab fee for materials)

Production Studios

TH 119 Fall Production Studio: Design/Production (Fall)
(Formerly TH 219) In preparing two fully produced theatrical productions for the stage, students will participate in and be exposed to professional production practices in all areas of theatrical design, including sets, costumes, props, lights, and sound. Students will be involved in planning, building, painting, constructing, and running and striking of shows. More advanced students may speak to the professors about taking on special projects, but those with little or no experience backstage are very much encouraged to participate. (Normally limited to first-year students, sophomores, and juniors.) 1 hr. lect./8 hrs. lab **ART** (M. Evancho)

TH 129 Spring Production Studio: Design/Production (Spring)
(Formerly TH 229) In preparing two fully produced theatrical productions for the stage, students will participate in and be exposed to professional production practices in all areas of theatrical design, including sets, costumes, props, lights, and sound. Students will be involved in planning, building, painting, constructing, and running and striking of shows. More advanced students may speak to the professors about taking on special projects, but those with little or no experience backstage are very much encouraged to participate. (Normally limited to first-year students, sophomores, and juniors.) 1 hr. lect./8 hrs. lab **ART** (M. Evancho)

TH 210 Fall Production Studio: Acting/Directing (Fall)
The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing a play. or. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Participation in the course is determined by auditions held at the beginning of the term. Candidates for stage manager and assistant director should interview with the director of the production. Students will be responsible for three design/production calls. *(Approval required)* **ART** (C. Faraone, C. Medeiros)

TH 220 Spring Production Studio: Acting/Directing (Spring)
The cast, stage manager, and assistant director work as part of a company, interpreting, rehearsing, and performing a play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Participation in the course is determined by auditions held during the term prior to the performance. Candidates for stage manager and assistant director should interview with the director of the production. Students will be responsible for three design/production calls. *(Approval required)* **ART** (D. Sprigg, R. Romagnoli)

TH 404 Special Topics: Production Company (Not offered in 2002-03)
This course is designed to create a theatrical ensemble that not only explores performance but also its theoretical underpinnings and social implications. The company will yield two shows; all students will be involved with both technical and production aspects of both shows. The course will include weekly meetings devoted to discussions of readings. One research paper will be required at the end of the term.

TH 429 Special Topics: Spring Repertory Company (Not offered in 2002-03)
This course is designed to create a theatrical ensemble that not only explores performance but also its theoretical underpinnings and social implications. The company will yield three shows, the final one providing the visual and thematic thrust for the season. The course will include weekly meetings devoted to discussions of readings. One research paper will be required at the end of the term.

DANCE COURSES

TD 160 Introductory Dance (Fall, Spring)
An entry-level dance course introducing movement techniques, improvisation/composition, performance, experiential anatomy, and history of twentieth-century American modern dance. Flexibility, strength, coordination, rhythm, and vocabulary in the modern idiom are developed. Concepts of time, space, energy, and choreographic form are presented through improvisation and become the basis for a final choreographic project. Readings, research, and reflective and critical writing about dance performance round out the experience. 2 hrs. lect./3 hrs. lab **ART** (fall: P. Schmitz; spring: P. Campbell, A. Chavasse)

TD 161 Advanced Beginning Dance I (Fall, Spring)
Provides grounding in the craft of modern dance needed to proceed to more advanced levels. Modern dance movement techniques are strengthened to support an emerging individual vocabulary and facility with composition. Students regularly create and revise movement studies that focus on the basic elements of choreography and the relationship of music and dance. Readings, journals, and formal critiques of video and live performance contribute to the exploration of dance aesthetics and develop the critical expertise. (TH 160 and by waiver) 3 hrs. lect./3 hrs. lab **ART** (fall: P. Campbell; spring: P. Schmitz)

TD 162 Advanced Beginning Dance II (Fall, Spring)
Continuation of TH 161. (TH 161 and by waiver) 3 hrs. lect./3 hrs. lab (fall: P. Campbell; spring: P. Schmitz)

TD 260 Intermediate/Advanced Dance I (Fall)
Concentrated intermediate-level work in modern dance technique, choreography, and production. Improvisation supports the development of choreography with attention given to formal elements (motif and development, theme and variation, canon, chance structures, etc.) and progressively more sophisticated aspects of space, time, and energy. Creation and performance of original work are expected. Theoretical issues—questions and values of importance to the dancer/choreographer—are addressed through readings and writings. (TH 161) **ART** (P. Schmitz)

TD 261 Intermediate/Advanced Dance II (Spring)
Continuation of TH 260 (P. Campbell)

TD 276 Anatomy and Kinesiology (Winter)
An experiential study of skeletal structure, joint and muscle function, and body mechanics. A kinesthetic examination of specific joints and muscle groups in body weight transfer, developing awareness of habits, alignment, effort, energy consumption, and chronic tension. The course will emphasize human movement potential in the vertical position, aligned to gravity, through laboratory sessions and assigned readings. (Not open to first-year students) 3 hrs. lect. **ART** (staff)

TD 277 Body and Earth (Not offered 2002-03)
How does our relationship with our body affect the way we interact with the world around us? This course focuses on the connection between the human body and the environment, specifically through study of the perceptual, neuromuscular, fluid, and respiratory systems. Weekly outdoor sessions, essays by contemporary nature writers and scientists, and creative writing assignments about sense of place encourage synthesis of personal experience with factual information. 3 hrs. lect. **ART**

TD 279 Movement Intentionality for the Stage (Spring)
This course is intended for students in the performing arts seeking focused attention on the expressive potential of the body. The course examines processes that will enable students to develop short, original performance pieces rooted in kinesthetic experience, including movement, voice, and visual perception. We will employ improvisational methods to generate and experiment with physical language, text, and other compositional components of performance. Students craft these elements into "portraits" or "little theatres" for periodic presentation in class. Discussion of readings in the history and current practice of performance art, drawn from the literature on dance, theatre, music, and visual arts, will support creative work. (TH 102 or TH 160 or AD 116) 3 hrs. lect. **ART** (P. Schmitz)

TD 284 Dance History (CW) (Not offered 2002-03)
A seminar focusing primarily on the emergence and development of twentieth-century American concert dance-especially modern and post-modern dance forms-from the confluence of European folk and court dance, African and Caribbean influences, and other American cultural dynamics. We will look at ways in which dance both responds to and creates its cultural milieu. Readings, video, and live performance illuminate the artistic products and processes of choreographers whose works mark particu-

lar periods or turning points in this continuously unfolding story. Additional goals are to support informed critical articulations and an understanding of the complexity of dance as art. **ART**

TD 360 Intermediate/Advanced Dance III (Not offered 2002-03)
Daily work in modern dance at an advanced level of technique and choreography. Challenging technical demands work toward refining the body as an articulate, expressive instrument. Improvisation continues to support choreography focusing on style, group forms, and more sophisticated use of music and theatrical elements. Substantial choreography and performance of faculty and student work are expected. The emergence of a personal philosophy and dance aesthetic is encouraged and formally articulated in writing. 6 hrs. lect./2 hrs. lab

TD 361 Intermediate/Advanced Dance IV: Performance Improvisation (Not offered 2002-03)
Continuation of TH 360 6 hrs. lect./2 hrs. lab.

TD 380/381 Dance Company of Middlebury (Fall, Winter)
The dancers work with the artistic director and guest choreographers as part of a dance company, learning, interpreting, rehearsing, and performing dances created for the company repertory. Those receiving credit can expect four to six rehearsals weekly. Appropriate written work, concert and film viewing, and attendance in departmental technique classes are required. Auditions for company members are held in the fall semester for the full year. One credit will be given for two terms of participation. Performances and tours are scheduled throughout the year. (Limited to sophomores through seniors, by audition.) (TH 161; *Approval required)* 3 hrs. lect./3 hrs. lab. (A. Chavasse)

TD 400 Special Topics in Dance: Independent Study (Fall, Spring)
(*Approval required*) (staff)

WOMEN'S AND GENDER STUDIES

Departmental Faculty: Cheryl Faraone (joint Women's and Gender Studies and Theatre, Dance, and Film/Video), Margaret K. Nelson (joint Women's and Gender Studies and Sociology/Anthropology)

Participating Faculty: Katherine Smith Abbott (History of Art and Architecture), Alison Byerly (English), Susan Campbell (Psychology), David Edleson (Dean of Cook Commons), Deborah Evans (American Civilization and Film/Video), Dwight Fee (Sociology/Anthropology), Amy Feeley (History), William Gardner (Japanese), Jennifer Heuer (History), Heidi Grasswick (Philosophy), Antonia Losano (English), Kamakshi Murti (German), Kevin Moss (Russian), Jennifer Post (Music), Walid Saleh (Religion), Paula Schwartz (French), Falguni Sheth (Philosophy), Maria Trumpler (Dean of Ross Commons), Jacob Tropp (History), William Waldron (Religion), Marion Wells (English), Catherine Wright (Writing Program)

Women's and gender studies is an interdisciplinary major program that employs gender as a basic category of analysis. Students will examine the fundamental questions raised by the scholarship on women and gender through an interdisciplinary selection of courses offered throughout the curriculum. A major in women's and gender studies addresses the intersections of gender and class, ethnicity, sexual orientation, and other constructions of difference. Women's and gender studies courses use gender to inform academic inquiry in a variety of ways. They may explore the contributions of women to society and culture in specific fields, such as literature, history, or the arts; they may focus on the position and contributions of women of color; they may use the growing field of queer theory to explore gay, lesbian, and bisexual issues. A critical awareness of methodology (in the organization of knowledge and the frameworks for analysis) is important within each course in the major and throughout the body of the student's work.

***Requirements for a Women's and Gender Studies Major*:**
The major consists of three parts as outlined below:

1. a solid grounding in the theories and methods of women's and gender studies, 2) specialized expertise within a traditional discipline (the field requirement), 3) a non-Western requirement, and 4) senior work. The minimum requirement for the major is 10 courses; most students will require some additional courses. 1. Women's and gender studies courses (10 courses, some of which may also serve the second and third requirements outlined below):

❖ Two introductory-level courses in women's and gender studies: Students must take these courses in two different academic categories as described in the college distribution requirement. They may be chosen from among the list of courses indicated below, under introductory courses offered in departments. (Appropriate first-year student seminars may be substituted for an introductory course with the permission of the program director.)

❖ WG 200

❖ WG 400

❖ At least five other women's and gender studies courses in the 200-to 500- level range (in at least two different academic categories). These five courses may also serve the second and third requirement outlined below.

Old Field Requirements:

2. *A Field*: Students will design a cluster of four related courses in a special field of interest. At least one of these courses must be a designated women's and gender studies course. The field may be chosen from the offerings of a single department or discipline but, upon approval of the program director, may be composed of four clearly related courses from several departments. It is recommended that students take a methods course in the field discipline.

New Field Requirements: This new field requirement will apply to all WAGS majors beginning with the class of '05. The old field requirement will apply to students graduating before '05. Students will take four to six courses in a discipline of their choice (the requirements for each discipline participating in the program are listed below). At least one of these courses must be a course that is cross-listed in women's and gender studies (if none is available then an independent study should be arranged). In choosing a discipline, students must also consult with the WAGS program director as well as with an adviser from their field. If a discipline is not listed below, students may construct a disciplinary focus, in consultation with an adviser from the field and the WAGS program director. ***(Note:*** *the field requirement is satisfied automatically by joint majors.)*

Field Requirements:

American Civilization: AC 210, AC 211, AL 201 or AL 202, AL 260, one or two other AL/AC courses, each with a gender component.

Film: TH 131, TH 231, TH 232, or 339 or 340, one foreign national or international cinema course, and TH 230

French: any four courses above the 200 level, including one course cross-listed in WAGS. Some, but not all of the courses may be taken in English.

Geography: GG100, two of the following: GG 206, GG 210, GG 212, GG 213, GG 310, or 320, GG 410.

German: any four courses above the 200 level, including one course cross-listed in WAGS. Some, but not all of the courses may be taken in English.

History: one 100 level course, a research seminar (any course in the 450s), and three other history courses, at least two of which should focus directly on women and/or gender.

History of Art: HA 101, HA 103, HA 104, HA 110, or HA 111, four courses at the 200 level or above, one of which must be HA/WG 209.

Literature in English: LI 101 or AL 103 or EL 203, Two of the following courses: AL 202, AL 203, AL 204, EL 242 (was EL 214),EL 270 (was EL 241), EL 205 (was EL 212). Other Literature courses may be substituted with approval. AL/WG 260, EL/WG 114

Music: one course cross-listed in WAGS, four courses above the 200 level, and two semesters in a departmental ensemble or approved ensemble.

Religion: RE 110 or RE 120, one cross-listed course in WAGS, one 400 level seminar, and one elective (these courses should be in either the Eastern or Western tradition.

Philosophy: five courses, including PA/WG 234, one course in history of philosophy, one course in ethics and/or social and political philosophy, and one 400-level Philosophy Seminar. Additionally, both PA 180 and PA 150 are strongly recommended.

Psychology: PY 105, PY 203, PY/WG 420 and 429, and one other PY course.

Sociology/Anthropology: SA 103, DA 105, DA 301 or 302, SA 305 or 306, and one elective cross-listed in WAGS.

Theatre: TH 102 (Acting 1) TH/WG 206, three other courses in theatre of which one must be cross-listed in WAGS.

3. ***Non-Western requirement:*** At least one non-Western course. This must be satisfied by a course in the field discipline or by a designated women's and gender studies course.

4. ***Senior work:*** Students are required to complete a one-semester senior essay (WG 700) or a two-semester senior thesis (WG 710) applying the methods learned in the field course work and in WG 400. A thesis adviser may be selected from among any of the program faculty. Students engaged in senior work will meet with their advisers regularly during the semester.

Honors: To qualify for honors a major must have at least a B+ average in all courses taken in the women's studies program and the field requirements. The degree of honors will be based on senior work. (Normally, a student must write a thesis to qualify for honors.) Honors: thesis grade of B+; high honors: thesis grade of A-; highest honors: thesis grade of A.

Minor in Women's and Gender Studies: The women's and gender studies minor will consist of five courses, including: at least one introductory course in WG from among EL/WG 114, SA/WG 191, or an appropriate first-year student seminar, with the approval of the program director; WG 200, WG 400; and two electives.

WOMEN'S AND GENDER STUDIES PROGRAM COURSES

WG 150 Women and Science (Not offered 2002-03)

This course will begin by exploring the various ways that women have contributed to science since ancient times, reading biographies and autobiographies of women scientists and considering why their contributions are not more widely recognized. We will then contemplate how the institutions and epistemological frameworks of science may be considered to be gendered. Finally, we will examine the history of medical and scientific analysis of sex and sex differences. This course will provide an introduction to both the cultural study of science and to techniques of gender analysis. **HIS CMP**

WG 200 Foundations in Women's and Gender Studies (Spring)

We will use interdisciplinary nature of women's and gender studies to explore three or four topics from a variety of perspectives. Our study of each topic will be informed readings in a wide range of fields. For example, a section on women in the arts might include readings in art history, musicology, theatre and dance history, and literary theory. The course is an introduction to the entire field of women's and gender studies, as well as a detailed exploration of several important areas of our culture. 3 hrs. lect. **SOC CMP** (staff)

WG 207 Women and the Western State (Not offered 2002-03)

This course examines the state, suffrage, and citizenship. It is divided into two sections. The first provides an overview and critique of classic political theories related to the state and citizenship. We then consider differing strategies and debates within the US and Western European women's movements concerning whether and how to engage the state on women's behalf or to dismiss it altogether as inhospitable to feminist values. 3 hrs. lect./disc. **PHL SOC CMP**

WG 223 Introduction to Gay and Lesbian Studies (Spring)
This course will provide an introduction to the interdisciplinary field of gay and lesbian studies. We will explore three topics: the construction and representation of homosexuality in history, queer culture before and after Stonewall, and queer theory. Readings will include works by Martin Duberman, Lillian Faderman, Oscar Wilde, Radclyffe Hall, Tony Kushner, Sarah Schulmann, Eve Sedgewick, and Michel Foucault. **SOC USA** (K. Moss)

WG/FR 225 Women and Fascism (In English) (Not offered 2002-03)
Like their male counterparts, individual women lived, wrote, struggled, and died in World War II Europe; like men, they both challenged and supported repressive regimes. Yet, unlike men, their social and civic roles were the subject of intense ideological debate in the "new Europe." How did women figure in state policies and programs in Germany, Italy, and France? How did European women, and Jewish women in particular, negotiate the demands of work, family, and political activism in their everyday lives? We will explore these questions in the light of recent feminist thinking using theory, memoirs, historical literature, film, and fiction. **HIS EUR CMP**

WG 400 Women and Gender: Interdisciplinary Perspectives (Fall)
Open to students who have completed two introductory courses in women's and gender studies, this seminar is designed to prepare majors in the women's and gender studies program for senior work. It also serves as an advanced reading seminar for other students with course work in women's and gender studies. The class will explore how the category of gender shapes academic scholarship across the disciplines and informs public debate over women's issues. What themes, research goals, and problems unify the work of women's and gender studies across the disciplines? How is the category of gender related to other categories of identity and/or social location? Topics may include legal and political reform, language, reason and emotion, sexuality, and visual representations of the body. (WG 200) 3 hrs. lect. (H. Grasswick)

WG 417 Violence Against Women (Not offered 2002-03)
This course provides a historical overview of male violence against females. It concerns the response of women's movements to the persistent myths and dire dimensions associated with this pervasive problem. We will also consider both the distinguishing characteristics and shared elements of various forms of abuse (e.g., sexual harassment, stalking, battery and rape). We will conclude with a consideration of appropriate responses to "male violence." 3 hrs. sem. **SOC**

WG 500 Independent Study (Fall, Winter, Spring)
(staff)

WG 700 Senior Essay (Fall, Winter, Spring)
(staff)

WG 710 Senior Thesis (Fall, Winter, Spring)
(staff)

COURSES OFFERED IN DEPARTMENTS

Introductory Courses

Appropriate First-Year Seminars (Please consult program chair)

WG/EL 114 Reading Women's Writing (Not offered 2002-03)
See Department of English listings for description. **LIT**

WG/SA 191 Introduction to Women's and Gender Studies in the Social Sciences (Fall)
See Department of Sociology/Anthropology listings for description. **SOC CMP** (P. Nelson)

WG/WP 201 Writing Across Differences (CW) (Not offered 2002-03)
See College Writing Program listings for description. **ART LIT**

WG/TH 206 Contemporary Women Playwrights: Searching for History and Illuminating the Present (Fall)
See Department of Theatre and Dance listings for description. **ART LIT** (C. Faraone)

WG/HA 209 Women and the Visual Arts (Not offered 2002-03)
See Department of History of Art and Architecture listings for description. **ART HIS CMP**

WG/SA 212 The Family in Contemporary Society (Spring)
See Department of Sociology/Anthropology listings for description. **SOC USA NOR CMP** (P. Nelson)

WG/GN 226 To Veil or Not to Veil: Germany and Islam (in English) (Spring)
See Department of German listings for description **LIT SOC OTH CMP** (K. Murti)

WG/GN 228 Women's Fictions in German-Speaking Countries (in English) (CW 5) (Not offered 2002-03)
See Department of German listings for description. **LIT SOC EUR**

TH/AC 230 The Woman's Film (Not offered 2002-03)
See Department of Theatre, Dance, and Film/Video listings for description. **ART HIS USA**

WG/PA 234 Philosophy and Feminism (Not offered 2002-03)
See Department of Philosophy listings for description. **PHL CMP**

WG/EL 242 Victoria's Secrets: The Two Faces of Nineteenth-Century Fiction (Spring)
See Department of English listings for description. **LIT EUR**

WG/JA 250 Gender in Japan (in English) (Not offered 2002-03)
See Department of Japanese listings for description. **LIT OTH AAL**

WG/RU 255 Gender and Sexuality in Russian Culture (Spring)
See Department of Russian listings for description. **LIT EUR** (K. Moss)

WG/RE 259 Women in Islam (Not offered 2002-03)
See Department of Religion listings for description. **PHL OTH AAL CMP**

WG/AL 260 American Women Writers (Fall)
See Department of American Literature and Civilization listings for description. **LIT USA NOR** (D. Evans)

WG/EL 270 Postcolonial Literatures: Writing by Women (Fall)
See Department of English listings for description. 3 hrs. lect./disc. **LIT OTH CMP** (Y. Siddiqi)

WG/MU 280 Music, Gender, and Performance (Not offered 2002-03)
See Department of Music listings for description. **ART SOC OTH CMP**

WG/RE 288 Hebrew Bible and Ancient Near Eastern Religion (Not offered 2002-03)
See Department of Religion listings for description. **LIT PHL**

WG/RE 290 Women's Religious Life and Thought (Not offered 2002-03)
See Department of Religion listings for description. **PHL**

Advanced Courses

WG/SA 303 Gender, Self, and Emotion (Not offered 2002-03)
See Department of Sociology/Anthropology listings for description. **SOC OTH CMP**

WG/SA 304 Women, Culture, and Society (Spring)
See Department of Sociology/Anthropology listings for description. **SOC OTH CMP AAL** (E. Oxfeld)

WG/PY 307 Human Sexuality (Not offered 2002-03)
See Department of Psychology listings for description.

WG/SA 311 Sociology and Sexual Politics (Not offered 2002-03)
See Department of Sociology/Anthropology listings for description. **CMP**

WG/SA 313 The Social Construction of Masculinity (Not offered 2002-03)
See Department of Sociology/Anthropology listings for description. **SOC CMP**

WG/EL 351 Junior Seminar: The Brontës—A Critical History (Not offered 2002-03)
See Department of English listings for description.

WG/SA 354 Sociology of Personal Relationships (Not offered 2002-03)
See Department of Sociology/Anthropology listings for description.

WG/FR 362 Women and the Novel of the Ancien Régime (Not offered 2002-03)
See Department of French listings for description.

WG/HI 373 History of American Women (Fall)
See Department of History listings for description. **HIS USA** (A. Feeley)

WG/RE 391 Seminar on Women and Religion (Not offered 2002-03)
See Department of Religion listings for description. **PHL OTH**

WG/HI 402 Readings in European History: European Women (Fall)
See Department of History listings for description. (J. Heuer)

WG/HI 408 Readings in American History: Gender & Race in the American Experience (Spring)
See Department of History listings for description. (A. Feeley)

WG/GG 410 Seminar in Geography of Development: Women and Development (Not offered 2002-03)
See Department of Geography listings for description.

WG/EL 413 The Heroine as Hero (Not offered 2002-03)
See Department of English listings for description.

WG/PY 420 Psychology of Women and Gender (Not offered 2002-03)
See Department of Psychology listings for description.

WG/HI 421 Readings in African History: Women and Gender in Africa (Not offered 2002-03))
See Department of History listings for description.

WG/GN 426 To Veil or Not to Veil: Germany and Islam (in German) (Spring)
See Department of German listings for description.
(K. Murti)

WG/SP 440 Spanish Fascism in Women's Literature (Not offered 2002-03)
See Department of Spanish listings for description.

WG/SP 443 Fictional and Cinematic Representations of Masculinity from Francoist Spain to the Present (Not offered 2002-03)
See Department of Spanish listings for description. **LIT LNG EUR**

WG/IS 444 Gender, Performance and Modernity in the Postcolonial World (Spring)
Please see International Studies listings for description. This course is equivalent to IS 444, MU 444, and HI 444. Register for this course under IS 444; see International Studies section for registration procedure. **AAL CMP**
(J. Tropp, J. Post)

WG/SP 478 Spanish Women Writers: Expanding the Canon (Not offered 2002-03)
See Department of Spanish listings for description.

For complete descriptions of the courses listed above, see listings under the appropriate departments.

GRADUATE PROGRAMS

MASTER OF SCIENCE

Middlebury College offers graduate credit for course work during the regular academic year for the Master of Science degree program in the Department of Biology. Inquiries about this program should be addressed to: Coordinator of the M.S. Program, Department of Biology. Graduate students may be enrolled only upon recommendation of the department in consultation with the dean of the faculty. The following courses are offered for graduate credit:

Biology: All biology courses numbered 300 or above
Chemistry: CH 322, CH 353, and CH 425
Mathematics: Courses numbered 300 or above

Requests for other courses numbered 300 and above outside the Department of Biology will be considered for credit in the context of the program proposed by the student in consultation with his/her adviser.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.
2. The candidate must satisfy Middlebury College of his or her fitness to undertake graduate study.
3. The candidate must be a student in residence at Middlebury College for at least one academic year.
4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses. At least three of these must be research credits.
5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree, subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.
6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree, subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.
7. All work to be credited toward the degree must be completed with a grade of B or above.
8. Participation in laboratory teaching and preparation is a degree requirement.
9. All work credited toward the degree must have been completed during the five-year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is billed at the same per-course fee charged to undergraduate special students. Limited support, including waiver of some fees, is available through teaching fellowships.

BREAD LOAF PROGRAMS

Bread Loaf School of English

Since 1920, the Bread Loaf School of English has held six-week summer sessions, offering graduate courses in the study of literature, literary theory, creative writing, the teaching of writing, and theatre. The Bread Loaf faculty is drawn from many of the best colleges and universities in the United States and the United Kingdom. Students may elect to attend the school as nondegree students in continuing graduate education, or they may follow a full program of studies leading to the M.A. or M.Litt. degree. Exceptionally able undergraduates who have completed three years toward their bachelor's degree may apply for admission. The central location for these programs of study is the home campus outside Middlebury in the Green Mountains of Vermont. Students may also attend the Bread Loaf campus at Lincoln College, Oxford, which offers a similar curriculum, augmented by opportunities for frequent trips to dramatic productions in London and Stratford; at the St. John's College in Santa Fe, New Mexico, where students take courses similar to those offered in

Vermont, but with an appropriate emphasis upon Native American literature, American Hispanic literature, and nature writing of the Southwest; or at the fourth site, the University of Alaska Southeast near Juneau, where several courses focus on the literature and landscape of the Pacific Northwest and on indigenous cultures. Admission is on the basis of college transcripts, letters of recommendation, and a writing sample. Requests for a copy of the bulletin or further information should be addressed to the Bread Loaf School of English, Freeman International Center, Middlebury College, Middlebury, VT 05753.

Bread Loaf Writers' Conference

The Bread Loaf Writers' Conference is held at the Bread Loaf campus in the middle of August. This conference offers lectures, discussions, workshops, and private consultations in fiction, nonfiction, and poetry. Some of the leading writers in the country assemble to take part in the teaching and consulting activities. Full information is provided in the special bulletin, published each year in January. Inquiries should be addressed to: Coordinator of the Bread Loaf Writers' Conference, Kirk Alumni Center, Middlebury College, Middlebury, VT 05753.

THE LANGUAGE SCHOOLS

Language Facilities

Middlebury College was one of the originators of the language lab more than 70 years ago, and today the College is a world leader in developing and using multimedia educational resources. Over 50 percent of all Middlebury classrooms are technology-rich, equipped with computer, video, and/or laser disk projection facilities. Sunderland Language Center offers three interactive multimedia laboratories, along with more than 7,800 media titles: CD-ROMs, laser disks, DVDs, video, and audio tapes.

Students have access to some 200 desktop computers, both Macs and PCs, in public computer labs, all with full Internet access. High-speed Ethernet connections network the College, including all students' dorm rooms. Language instructors can make use of conferencing and other electronic tools to extend learning beyond regular class hours. Middlebury's Web server functions as a campus-wide information system. All students are provided with an electronic mail account. For those who bring their own laptops, Starr Library provides network-access locations.

Starr Library staff have produced quick-reference guides for each language, listing selected dictionaries, encyclopedias, literature, newspapers, journals, browsing books, online information, and print indexes in the various languages. The guides are available in take-away, printed form and on the World Wide Web. The library's extensive Web site provides access to many more online reference sources, including links to newspapers and other sites for current events and cultural information.

The Summer Session

The Middlebury College Language Schools offer programs at several levels that enrich and supplement the undergraduate curriculum of Middlebury College.

During the summer, courses for undergraduate credit on the Vermont campus provide intensive language instruction in Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. Summer graduate courses leading to the Master of Arts degree and the Doctor of Modern Languages degree are offered by the French, German, Italian, Russian, and Spanish Schools.

The Language Schools emphasize both spoken and written language skills, and stress the importance of integrating cultural understanding with the study of language. At the advanced and graduate levels, courses in literature, civilization, linguistics, social sciences, art history, and foreign language pedagogy are integral parts of the Language Schools curriculum.

Students may apply to the Language Schools for a single summer at any level. Admission to the Language Schools is completely separate from admission as an undergraduate to Middlebury College. Students are placed in courses most appropriate to their linguistic proficiency as determined by placement tests taken prior to registration; some prospective graduate students may be required to take one or more courses at the advanced undergraduate level before beginning a full load of graduate work.

The Language Pledge, a formal commitment to speak, read, write, and listen to the language of study as the only means of communication for the entire session, is required of all summer language students. The Pledge helps students focus their energies on the acquisition of language skills and internalize the patterns of communication and the cultural perspective associated with the target language. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the learning process.

Complete information about the Language Schools curriculum and degree requirements is provided in the Middlebury College Language Schools viewbook. To receive further information and application materials, direct your request to: Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753. You may also inquire via electronic mail addressed to languages@middlebury.edu, or visit our Web site at http://www. middlebury.edu/~ls. (Please note the Web site address is case sensitive.) When communicating with the Language Schools, please specify the language in which you are most interested.

The C.V. Starr-Middlebury Schools Abroad

The C.V. Starr-Middlebury Schools Abroad

Middlebury College operates six schools in sixteen cities abroad during the academic year. The C.V. Starr-Middlebury Schools in France, Germany, Italy, Latin America, Russia, and Spain are open to qualified undergraduate students from Middlebury and other institutions of higher education. Each School Abroad is supervised by a resident director appointed by the College to oversee all aspects of the program and to assist students in adjusting to life in France (Paris and Poitiers), Germany (Berlin and Mainz), Italy (Ferrara and Florence), Latin America (Buenos Aires, Argentina and Montevideo, Uruguay), Russia (Moscow, Irkutsk, Voronezh, and Yaroslavl), or Spain (Getafe, Logroño, Madrid, and Segovia). Graduate programs are available in Florence, Mainz, Madrid, Moscow, and Paris. Courses are taught by professors and distinguished critics or scholars, either at local universities or in classes and special seminars organized by Middlebury College. It is expected that all students abroad will maintain the spirit of the summer Language Pledge and function as much as possible in the language of their host country.

The M.A. and D.M.L. Degrees

Middlebury's Master of Arts in French, German, Italian, Russian, or Spanish is designed to be completed either during a series of summer sessions on the Vermont campus, or by combining summer study with an academic year abroad.

The Language Schools also offer the advanced degree of Doctor of Modern Languages (D.M.L.). The D.M.L. degree, established in 1927, is unique to Middlebury College and differs from the more traditional Ph.D. in several important respects. The purpose of the D.M.L. is to prepare teacher-scholars in two modern foreign languages (French, German, Italian, Russian, and Spanish), providing them with the skills and resources that will help them develop as teachers of language, literature, and culture. Middlebury's intent in designing the D.M.L. program was to provide an alternative to the Ph.D. that retains the traditional focus on depth in research, while meeting the special needs of language teachers and administrators for competence in the area of language pedagogy, and cultural studies. The D.M.L. curriculum incorporates pedagogical and cultural elements and is sufficiently flexible to accommodate the professional commitments of in-service teachers.

A detailed description of the requirements for the D.M.L. degree is available from the Office of the Dean of Language Schools and Schools Abroad.

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SECTION III

GENERAL INFORMATION

Student Finances

The Comptroller's Office is responsible for billing students, collecting payments, and answering questions about accounts. Information on the office's policies and procedures is available in the following pages and by calling the phone numbers listed in the *Services* section below.

Several fees for 2002-2003 had not been set at the time this *Catalog* went to press. To indicate a range for these fees, the 2001-2002 fees are listed below. Information on these fees for 2002-2003 may be obtained by calling the Comptroller's Office at 802-443-5366.

Billed Fees

Comprehensive Fee

The annual comprehensive fee at Middlebury for 2002-2003 is $35,900. This fee includes tuition, room in campus housing, full board in campus dining halls, and fees for certain campus services, such as the health center, that are provided to all students. The comprehensive fee covers fall, winter, and spring terms.

The Student Activities Fee, $200 for 2001-2002, supports the extracurricular activities open to all students that are sponsored by student-run organizations officially recognized by the Center for Campus Activities and Leadership. A portion of the activities fee also supports the programs of the residential Commons System to which all students belong.

Entering students are asked to designate a financial contact for the duration of their studies at Middlebury. For most students, this will be their parents or other relatives who serve as their guardians. The College bills students and their financially responsible parties for the comprehensive fee and student activities fee twice a year. The first bill (for 2002-2003: $17,950 plus half of the Student Activities Fee) for half of the fees is mailed on July 15 and is due August 15. The second bill is mailed on December 15 and is due January 15. The comprehensive fee appears on bills as a single charge. There is no itemization of tuition, room, or board.

Students who have received permission from the dean of student affairs to live or eat off campus are entitled to room credits of $1,150 per term and board credits of $1,150 per term. The dean of student affairs may also permit students who are absent from College dining halls for two or more consecutive weeks to receive a partial board credit of $80 per week, up to a maximum of $720 per term. These credits appear on the comprehensive fee bills and reduce the net billed amount owed.

Comprehensive fee bills also reflect credits for those portions of a student's financial aid offer (College Grant, College Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Direct Loan) that have been finalized before the billing date. Please see the separate "Financial Aid" section of this catalog for further information on Middlebury's financial aid policies and procedures.

The net billed amount owed (after room and board credits and financial aid credits are applied toward the comprehensive fee, as described in the preceding paragraphs) is due in full by the stated due date. Late fees or interest penalties may be assessed for bills not paid in full by the stated due date. The College does not offer installment payment plans directly. However, yearly and extended payment plans are available to Middlebury students and their families through Key Education Resources (Key) or Academic Management Services (AMS), two outside agencies that administer these plans for the College. Information on these plans is mailed to each student's parents or guardians in the spring for the following year. Second semester plans are available for students entering or returning in spring term. Full year plans normally begin on June 1 and second semester plans on November 1. Please call Key (800-KEY-LEND), AMS (800-635-0120), or Student Accounts (802-443-5374) for additional information.

Students enrolled for either fall or spring term only, including first-year or transfer students entering in February, are billed one-half of the annual comprehensive fee. There is no reduction in the comprehensive fee for students enrolled for fall or spring term who are not enrolled for winter term. Students enrolled for both fall and spring terms who eat in College dining halls both of those terms and who study off campus for two weeks or more during winter term may apply for a board rebate of $80 per week for the time away. This rebate will appear as a credit on the spring term comprehensive fee bill.

Students attending the Center for Northern Studies in Wolcott, Vermont, are billed the standard Middlebury comprehensive fee, applicable to the terms during which they are in residence at the Center. Students are not billed for the Student Activities Fee while in residence at Wolcott.

The College offers each student sickness insurance coverage. The annual premium for this coverage for 2002-2003 is $388. A brochure describing this coverage is mailed in July. If a student is adequately covered by an existing family health insurance policy, the parents or guardians may choose not to purchase the College's sickness insurance coverage. The campus health center services are available to all students even if their parents or guardians do not purchase the College sickness insurance. Second semester sickness insurance is available for students entering or returning in spring term. Accident insurance coverage is provided in the comprehensive fee for all enrolled students at no additional charge. Middlebury students who are on leave studying at another college or university in the United States are not eligible for the College's sickness or accident insurance. These students should apply for insurance coverage to the school they are attending. The College sickness and accident insurance is administered by Walter W. Sussenguth and Associates through Boston Mutual Life Insurance Co. Please call 800-669-2668 ext. 445 or ext. 451 for coverage or claim information.

Special Students

The comprehensive fee applies to a course load of three, four, or five courses for a fall or spring term. Students who wish to register for only one or two courses for a fall or spring term may do so with permission from the Administration Committee. These students are designated as special students and are normally expected to live and eat off campus. Special students are billed at the per course rate of $3,450 for 2002-2003. This same per course rate applies to graduate students in the sciences. Students participating in the ninth semester teacher education program are charged $3,450 for the semester in which they are student teaching; financial aid is available for students in this ninth semester program.

In cases with special circumstances, the Administration Committee may grant permission for special students to live and eat on campus. These students are billed the customary comprehensive fee for the term, less the per course rate for one course, as that is the only distinction between these students and those taking three courses during the term.

STUDY ABROAD

The College maintains several Middlebury schools abroad - for the study of French in Paris and Poitiers; German in Berlin and Mainz; Italian in Florence and Ferrera; Russian in Moscow, Irkutsk, Yaroslavl, and Voronezh; and Spanish (in Spain) in Madrid, Getafe, Logroño, and Segovia, and (in Latin America) in Argentina and Uruguay - to which undergraduates may apply through the Office of Off-Campus Study. The College bills students participating in the French, German, Italian, and Spanish programs for tuition only. For 2002-2003, tuition for these programs is $6,750 for one semester and $12,540 for a full year. Students do not pay room and board directly to Middlebury for these programs, with the exception of German room rent for students who choose to live in university dormitories in Berlin or Mainz. Further information on living and eating options for these programs is available from the Office of Off-Campus Study. For the programs in Moscow, Irkutsk, Yaroslavl, and Voronezh, the College bills a modified comprehensive fee that includes tuition, room, excursions, and round-trip airfare between New York City and Moscow (or Irkutsk). For 2002-2003, this fee for Moscow or Irkutsk is $11,000 for one semester and $19,050 for a full year; for Yaroslavl and Voronezh this fee is $9,050 for one semester and $17,985 for a full year.

Financial aid credits are applied toward C.V. Starr-Middlebury Schools Abroad tuition bills in a manner similar to that described previously under "Comprehensive Fee." Payment plans administered by the College's outside agencies, Key and AMS, are also available for C.V. Starr-Middlebury Schools Abroad tuition as described under "Comprehensive Fee." The College mails fall term, spring term, and full year Schools Abroad bills on August 1. The net billed amount owed (after financial aid credits) is due in full on September 1.

Students studying abroad for academic credit in a non-Middlebury sponsored program approved by the Off-Campus Study Committee are billed a study abroad fee. For 2002-2003, this fee is $450 for one semester and $550 for a full year. Students should consult the Study Abroad Guidelines from the Office of Off-Campus Study for more details on the availability of financial aid for specific non-Middlebury programs. Questions about the process of applying for and receiving aid for approved programs can be answered by the financial aid staff in the Emma Willard House.

Students participating in the Associated Kyoto Program (AKP) in Japan or in the University of Nottingham or University of East Anglia exchange in England are billed the standard Middlebury comprehensive fee applicable to the terms they are enrolled in AKP or Nottingham or East Anglia. The study abroad fee, AKP, Nottingham and East Anglia billing and due dates are the same as those for the comprehensive fee described previously.

Sickness and accident insurance coverage is offered to students studying abroad with the C.V. Starr-Middlebury Schools Abroad or approved non-Middlebury sponsored programs by Walter W. Sussenguth and Associates through Boston Mutual Life Insurance Co. The premium for this coverage for 2002-2003 is $300. A brochure containing an application form for this coverage is distributed to each student accepted for study abroad. These brochures are also available in the Language Schools Administration Office, the Office of Off-Campus Study, and the Comptroller's Office. Premiums are to be paid directly to the insurance agent at the address in the brochure, not to the College. Please call 800-669-2668 ext. 445 or ext. 451 for coverage or claim information.

OTHER ACADEMIC FEES AND EXPENSES

An administrative fee of $100 is billed to students for each 555 course approved by the Administration Committee.

A fee of $150 is billed to students who repeat the General Examination or resubmit a thesis while not enrolled at the College.

Students taking lessons in practical or applied music are billed the standard fee for private instruction. In budgeting for a year's expenses at Middlebury, students and their parents or guardians should also consider the additional personal expenses students normally incur, which are not billed directly by the College. The Office of Financial Aid estimates that for 2002-2003, the average student's expenses for books, supplies, and other personal items amounts to $1,750. Travel costs during the year between a student's home and Middlebury must also be taken into consideration beyond this estimate.

ENROLLMENT DEPOSITS

Entering first-year or transfer students pay a $200 enrollment deposit at the time they accept the Admissions Office's offer of admission to the College. This deposit is applied as a credit to the comprehensive fee bill for the first term the student attends Middlebury. The deposit is not refundable.

SUMMER PROGRAMS

Middlebury offers three summer programs of study to which undergraduates enrolled during the regular College year may apply by contacting the appropriate summer program offices on campus. Admission to a summer program is separate from admission to Middlebury College as an undergraduate. Please contact the offices of the Language Schools, the Bread Loaf School of English, or the Bread Loaf Writers' Conference for detailed information on their programs' application procedures.

Fees for summer 2002 are summarized below:

	Tuition	Room	Board	Total
Language Schools				
9-week session *(Arabic, Chinese, Japanese, Russian)*	$4,295	$664	$1,667	$6,626
7-week session *(French, German, Italian, Spanish)*	$3,183	$520	$1,293	$4,996
6-week session *(French, German, Italian, Russian, Spanish)*	$3,229	$486	$1,212	$4,927
Bread Loaf School of English				
Bread Loaf, VT	$3,195	$470	$1,175	$4,840
Santa Fe, NM	$3,195	$2,215*		$5,410*
Juneau, Alaska	$3,195	$1,950		$5,145
Oxford, England	$5,960**			$5,960
Bread Loaf Writers' Conference				
Contributor	$1,206	$644*		$1,850
Auditor	$1,132	$644*		$1,776

**Room, board* ***Tuition, room, board*

Applying for financial aid for the summer programs is also a separate process for Middlebury College undergraduates. A financial aid application is included in the Language Schools prospectus. The financial aid application will be sent to all applicants to the Bread Loaf School of English who check the appropriate box on the admission application. Financial aid credits are applied toward summer program bills in a manner similar to that described previously under "Comprehensive Fee." The College mails summer session bills on May 1 for the Language Schools and the Bread Loaf School of English, and on June 1 for the Bread Loaf Writers' Conference. The net billed amount owed (after financial aid credits) is due in full before the first day students are scheduled to arrive to begin their particular session. Due to the brief period of time the summer programs are in session, no payment plans are available through the College or its outside agencies.

MISCELLANEOUS CHARGE ACCOUNTS

Each student has a miscellaneous charge account used to bill long distance telephone calls, College Store and campus snack bar ID card charges, other departmental fees and fines, and dorm damage charges. Students receive a bill at the beginning of each month for the activity on their accounts through the end of the previous month. The balance is due in full each month when the bill is received. The Cashier's Office will assess a $10 fine if a check accepted in payment of a miscellaneous charge account is subsequently returned by the bank for insufficient funds.

Overdue balances may delay students from receiving copies of transcripts, registering for courses in November or May for the following term, or from drawing a room in April for the following year. If a student's miscellaneous charge account balance becomes 30 days or more past due, the student's long-distance telephone and ID card charge privileges are suspended. A notice advising the student's parents or guardians is also sent at this time. Charge privileges are reactivated by the end of the next business day for overdue accounts that are paid current by noon on the previous day. Students may still make local and toll-free calls, receive all incoming calls, and eat in campus dining halls while their long-distance telephone and ID card charge privileges are suspended. A student, parent, or guardian may request at any time that a student's long-distance telephone and ID card charge privileges be suspended indefinitely by submitting this request in writing to the Comptroller's Office.

Questions about miscellaneous charge accounts should be directed to the Cashier's Office (802-443-5375). Students who wish to contest charges they believe are in error should also request that the department where the charge originated reverse the charge. Please direct dorm damage charge appeals to the residential life staff in the Office of the Dean of Commons (802-443-5386).

REFUNDS

Credit Refunds

Occasionally, a combination of payments, financial aid credits, or room and board rebate credits creates a net credit balance on a comprehensive fee account. The Comptroller's Office normally leaves the credit balance on account to be applied toward the next term's charges for the student. Parents or guardians may also request that a refund check for the credit balance be issued to them as the financially responsible party. If parents or guardians wish to have the refund check issued directly to the student or to have the credit balance applied to the student's miscellaneous charge account, the Comptroller's Office needs to receive these instructions in writing from the financially responsible party.

Withdrawal Refunds

In cases of dismissal from the College, no refund of the comprehensive fee is made. In other cases of absence or withdrawal from the College for medical reasons or serious emergencies, fees are refunded according to the schedule below. In all cases, the enrollment deposit is forfeited.

If the withdrawal occurs:

- before the first week of the term, Middlebury refunds 100% of comprehensive fee
- during the first week of the term, Middlebury refunds 90% of comprehensive fee
- during the second week of the term, Middlebury refunds 50% of comprehensive fee

- during the third week of the term, Middlebury refunds 50% of comprehensive fee
- during the fourth week of the term, Middlebury refunds 25% of comprehensive fee
- during the fifth week of the term, Middlebury refunds 25% of comprehensive fee
- during the sixth week of the term, Middlebury refunds 25% of comprehensive fee
- during the seventh week of the term, Middlebury refunds 25% of comprehensive fee
- after the seventh week of the term, Middlebury refunds $80 per week board credit only

The Comptroller's Office will remit approved refunds by check to the party financially responsible for the student's account. To the extent any authorized refund represents in whole or in part the proceeds of any federal financial aid (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Direct Loan), the amount of the refund to be returned to each of these programs, as well as to the financially responsible party, is based on the applicable federal refund formula as required by law. The applicable portions of such refunds are returned directly to the sources from which the funds were originally received: the federal government or the financially responsible party.

The College offers optional tuition refund insurance through the Tuition Refund Plan administered by A.W.G. Dewar. The annual premium for this coverage for 2002-2003 is $289. A brochure and application form for this insurance are enclosed with the comprehensive fee bills mailed in July. Second semester tuition refund insurance is available for students entering or returning in spring term. Premiums are to be paid directly to Dewar, not to the College. Please contact Dewar (617-774-1555) or the Comptroller's Office for further information.

RIGHTS AND RESPONSIBILITIES

The College reserves the right to change, if necessary, any charges or fees quoted in this publication.

The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The College issues an academic transcript of record on request to students wishing to transfer or to receive a statement of their course credits for any other purpose. The first transcript copy is provided free of charge. A fee of $5 is charged for each subsequent copy provided. No fee is charged for transcripts submitted to any branch of the military. The Office of the Dean of Student Affairs will not release a transcript for any student who owes past due charges to the College until satisfactory arrangements have been made with the Comptroller's Office. Students may not receive final grades or diplomas nor expect honorable dismissal from the College upon completion of their studies until all financial accounts are settled.

Students who wish to be eligible to register for courses in November or May for the following term or to draw a room in April for the following year need to ensure that all of their financial accounts are current. Any past due charges on a comprehensive fee, C.V. Starr-Middlebury Schools Abroad, or miscellaneous charge account need to be settled in full. Students who have dean's loans also need to ensure that their loan payments are current.

Students assume full ultimate responsibility for payment of their comprehensive fee accounts, miscellaneous charge accounts, and any other fees charged as described in this section of this catalog. Should the College have to refer any delinquent account balance to a collection agency once a student is no longer enrolled at the College, the student will then also become liable for any additional collection agency or legal fees incurred by the College to collect the delinquent account.

SERVICES

The Comptroller's Office, located on the second floor of the Service Building, is open Monday through Friday from 8:15 a.m. to 5:00 p.m. to answer questions on billing, fees, account balances, refunds, and payment plans. With proper identification (student ID card), the Cashier's Office (open from 8:30 a.m. to 4:00 p.m.), located at the front of the Comptroller's Office, will accept payments on student accounts and will also cash traveler's checks and checks from parents or guardians made payable to the student. Students should cash their own personal checks at the local bank where the account is maintained. With proper identification (student ID card), students may cash accounts payable or student payroll checks issued by the College at the local banks where the College maintains the accounts on which the checks are drawn. It is not possible to cash College-issued checks at the Cashier's Office.

Please call the following phone numbers to speak with College staff in the Comptroller's Office who are responsible for student-related accounting services at Middlebury:

Cashier/Assistant Cashier
(802) 443-5375
(miscellaneous charge accounts, dean's loan accounts)

Student Accounts Administrator
(802) 443-5374
(comprehensive fee, summer program, and C.V. Starr-Middlebury Schools Abroad accounts)

Bursar
(802) 443-5682

Comptroller's Office

FINANCIAL AID

The aim of the College's financial aid program is to enable qualified students to attend Middlebury regardless of the family's financial resources. Using information from parents' tax returns and other explanatory materials the family may submit, the Office of Financial Aid staff arrive at a determination of a student's need. Middlebury is committed to meeting the assessed need of all admitted students to the full extent that resources permit. Students should not hesitate to apply for aid. Students apply for financial aid for each year they attend Middlebury. Generally speaking, eligible undergraduate students may receive aid for four years (or the equivalent) at Middlebury College, one of the C.V. Starr-Middlebury Schools Abroad, or certain other Middlebury-approved programs.

In addition to the substantial grant funds generated by the College's endowments and alumni gifts, Middlebury has funds available from the Federal Perkins Loan, Federal Work-Study, and Federal Supplemental Educational Opportunity Grant programs. Eligibility for these funds is determined by the Office of Financial Aid in accordance with federal regulations. All students are expected, as a matter of routine, to apply for the Federal Pell Grant and to their state grant program if they expect to be considered for grant assistance from Middlebury. Another source of financial aid, the Federal Direct Stafford Loan, is processed by the Office of Financial Aid. Aid packages are typically a combination of grants, loans, and work.

In addition to what is expected from a student's parents, the College assumes students will take on responsibility for their education in two distinct, complementary ways. First, each student is asked to contribute from his or her personal savings, summer earnings, and any other personal resources at his or her disposal. The minimum student income contribution for 2002-2003 is $1,300 for first-year students and $1,700 for all other students. Second, a student must also meet a self-help requirement during the academic year.

The self-help requirement generally is met through a combination of loan and employment during the academic year. The staff in the Office of Financial Aid can advise students about options that range from earning more than the usual student income contribution to an on-campus job to borrowing to meet the full self-help requirement. While Middlebury's resources are not unlimited, the College makes every reasonable effort to see that jobs are available for students who wish to work during the academic year. For those few with demonstrated need who may not borrow under the federal loan programs, a limited amount of College loan funds is available to assist them.

College grants and scholarships are credited as the funds are certified as available (Pell) or the check arrives from the state aid agency. Students are reminded that the College will not replace any federal or state grants that are not received due to a student's failure to apply.

More detailed information about financial aid is available in the prospectus, which can be requested from the Admissions Office. It presents facts and figures about students receiving aid at Middlebury and outlines the application procedures. Any additional questions concerning financial aid should be addressed to the Office of Financial Aid, Emma Willard House.

Named and Endowed Funds for Students and Faculty

For many years alumni and friends of Middlebury College have contributed funds to increase the pool of financial aid available to students and to augment the funds that provide teaching resources. Aid to students consists of scholarships, awards, prizes, internships, fellowships, and loans. All named, endowed, and term scholarships are awarded through the Financial Aid Office on the basis of financial need; students must be eligible to receive financial aid to be considered for the scholarships. Students may compete in various ways for prizes and awards also donated to the College. Faculty support consists of endowed professorships, lectureships, and research grant funds. If you are interested in establishing such a fund, please contact the director of development. The Office of College Advancement publishes "Named and Endowed Funds of Middlebury College," an explanatory listing of the funds and additional information about gifts and bequests for student aid.

Named and Endowed Scholarship Funds

The Abbott-Simpson Scholarship Fund
Hazel Haseltine Adkins '16 Scholarship in the Bread Loaf School of English
Betty Jean Aitchison '45 Scholarship Fund
The George I. Alden Trust Scholarship Fund
Cecile Child Allen Student Aid Fund
The Alpha Chi Scholarship Fund for Women
The Alpha Mu of Chi Psi Class of 1941 Scholarship Fund
Pari S. Ahmadi Language Schools Scholarship Fund
Borden E. Avery '39 and Louise Roberts Avery '39 Fund
The William N. Badgley '61 Memorial Scholarship Fund
Cornelia W. Bailey Fund
Alexandra T. and Robert L. Baker Central/East European Scholarship Fund
John C. Baldwin Legacy Fund
Frieda Derdeyn Bambas Scholarship
Cesare Barbieri Endowment Fund
The Ludwig C. Baumann '53 Memorial Scholarship Fund
Horace P. Beck Scholarship in American Studies
The Beckwith Scholarship Fund
Carmella J. Belmont Scholarship Fund
Lorenzo P. Belmont Scholarship Fund
Loretta R. Godfrey-Belmont Scholarship Fund
Lea Z. Binand Scholarship Fund
Harriet B. Blakeman '14 Scholarship Fund
Edward L. Bond, Jr., '62 Memorial Scholarship Fund
Borgia Scholarship Fund
Boston Middlebury Alumni Association Scholarship Fund
Ezra Brainerd Scholarship Fund
The Charles D. Brakeley Scholarship Fund
Bread Loaf Writers' Conference Endowment Fund
Margaret T. Bridgman Memorial Fund
Elbert S. and Anna H. Brigham Scholarship Fund
Walter E. Brooker '37 and Barbara Carrick Brooker '40 Scholarship Fund
Jane Tinkham Broughton Fellowship Fund
Brown Family Scholarship Fund
Russell D. Brown '29 Memorial Scholarship Fund
Gladys M. Caldwell '28 Scholarship Fund
Pierina and Salvatore J. Castiglione Scholarship Fund
Juan A. Centeno Memorial Fund
Charitable Society Fund
Ta-Tuan Ch'en Scholarship Fund
Stella Christie Scholarship Fund
Class of 1918 Scholarship Fund
Class of 1927 Scholarship Fund
Class of 1930 Scholarship Fund
Class of 1936 100th Reunion Scholarship
Class of 1937 Scholarship Fund
Class of 1945 Discretionary Scholarship Fund
Class of 1947 Scholarship Fund
Class of 1948 Scholarship Fund
Class of 1949 Scholarship Fund
Class of 1950 Scholarship Fund
Class of 1951 Scholarship Fund
Class of 1952 Scholarship Fund
Class of 1953 Scholarship Fund
Class of 1955 Scholarship Fund
Class of 1956 Scholarship Fund
Class of 1959 Endowment Fund for Educational Excellence
Class of 1963 Scholarship Fund
Class of 1967 Scholarship Fund
Class of 1982 Scholarship Fund
Class of 2003 Scholarship Fund
Chester H. Clemens '33 and Eleanor B. Clemens '32 Fund
Winifred Coffin and Beatrice Taft Scholarship Fund
Almy D. Coggeshall '40 Scholarship Fund
Colby Fund
Jesse Connor Scholarship Fund
Louise Hasbrouk Connor Scholarship Fund
Reginald L. '24 and Juanita '26 Cook Scholarship Fund in the Bread Loaf School of English
Reginald L. Cook '24 Memorial Scholarship Fund
Edward Cooperstein '46 Scholarship Fund
Kay Corrigan '56 Scholarship Fund
Annie L. Cox Scholarship
Beth Cubeta Memorial Fund in the Bread Loaf School of English

George C. Dade '15 Memorial Scholarship Fund
Charles A. Dana Scholarship Fund
John F. Darrow '37 Memorial Scholarship Fund
Sam P. Davis '21 Fund
Wilfred E. Davison '13 Scholarship Fund
Clifford T. Day '15 Undergraduate Scholarship Fund
Pauline Feicht Decker Memorial Scholarship Fund in the Bread Loaf School of English
Ralph L. DeGroff '25 Memorial Scholarship Fund
Dr. Ralph B. DeLano '09 Scholarship Fund
Delta Kappa Epsilon Scholarship Fund
The Thomas '70 and Teresa DeRogatis Scholarship Fund
Marten Y. de Schepper '72 Memorial Scholarship Fund
Jake Booth Devins Scholarship Fund
Frederick C. Dirks '30 Scholarship Fund
Constance Barker Diss Student Aid Fund
Kathleen C. Downey Scholarship Fund in the Bread Loaf School of English
The Durland Family Scholarship Fund
Easton Family Scholarship Fund
Deborah Tracy Edelstein '96 Scholarship Fund
Dean S. Edmonds Scholarship Fund
The Eunice S. Eldredge '11 Scholarship Fund
Mac Elliman Financial Aid Fund
Grace M. Ellis '12 Scholarship Fund
Sidney Ender Scholarship Fund
The Jerome C. and Debora N. Eppler '50 Scholarship Fund
The Katherine Ball Everitt '17 Memorial and Helen E. Law Scholarship Fund
The Feng Ming-huei Memorial Scholarship Fund in the Chinese School
Margaret Grant Fielders Endowed Scholarship in the Bread Loaf School of English
The Peter Stanley Firestone Memorial Scholarship Fund
Allan T. Fisher '75 Memorial Scholarship Fund
John Albert and Sophia Warner Fletcher Fund
E. Chester "Ben" Franklin '21 Scholarship Fund
Donald D. '25 and Dorothy B. Fredrickson '25 Memorial Scholarship Fund
The Stephen A. and Ruth H. Freeman Scholarship Fund
The French Center in New England Fund
Rick and Martie Fritz Family Scholarship Fund
Sara C. Fritz Scholarship Fund
Robert Frost Fellowship at the Bread Loaf Writers' Conference
Alice Brooks Fuller Scholarship Fund
John Hamilton Fulton Memorial Scholarship Fund
Clyde G. Fussell '25 Memorial Scholarship Fund
The Marion Gallagher Scholarship Fund
The Barbara Everard Gannett '61 Memorial Scholarship Fund
Leon and Una Gay Scholarship Fund
Bruce David Gevertz '83 Scholarship Fund
Joan F. Giambalvo Scholarship Fund
The Gilbert Family Scholarship Fund
Helen C. and Cecil L. Goodheart '27 Scholarship Fund
Brent B. Goeres Fund in the Bread Loaf School of English
Sarah H. Gilmore Gordon '78 Memorial Fund
Edward N. Gosselin '15 Scholarship Fund
Ivan D. '09 and May W. Hagar Scholarship Fund
The Olivier Halley '91 Scholarship Fund
Elizabeth B. Hamann '42 Scholarship Fund
Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund
Joel B. Harris Memorial Scholarship Fund
Earle '22 and Marie W. Haskins Scholarship Fund
The Burt A. Hazeltine Memorial Scholarship Fund
Charles B.R. Hazeltine Fund
William Randolph Hearst Endowment
Richard A. Heine '64 Memorial Scholarship Fund
The Waldo H. Heinrichs Scholarship Fund
Dr. Walter H. Hellman '24 Scholarship Fund
T. William Hentz '50 Scholarship Fund
Elizabeth A. and Frank B. Hickcox Memorial Scholarship Fund
Laurence B. Holland Memorial Scholarship Fund in the Bread Loaf School of English
John A. Howe 1853 Scholarship Fund
Moses G. Hubbard '13 Scholarship Fund
Mary Stone Hunt '15 Scholarship Fund
Lauren Husted Scholarship Fund
J. Rowland Illick Scholarship Fund
Ingalls Fellowship
Merrill L. Jenkins '15 Scholarship Fund
Christian A. Johnson Memorial Scholarship Fund
Frederick B. '48 and Louise M. Johnston Scholarship Fund
Betty A. Jones M'86 Language Schools Financial Aid Fund
Charles S. (Casey) Jones '15 Scholarship Fund
Frederica V. Jones Scholarship Fund
Kappa Delta Rho Scholarship Fund
Joseph P. Kasper '20 Scholarship Fund
Elizabeth B. Kelly Fund
Alice P. Kenney '58 Scholarship Fund
The William H. Kieffer III '64 Scholarship Fund
John M. Kirk, Jr. Memorial Scholarship at the Bread Loaf School of English
John M. Kirk, Jr. Scholarship Fund
Patricia and William H. Kleh '67 Scholarship Fund
Dr. Michael Kolligian, Jr. '44 Scholarship Fund
Cheryl M. '96 and Sandra L. Kozlowski '99 Scholarship Fund
Harold Krichbaum '24 and Rena Dumas Krichbaum '22 Memorial Scholarship Fund
Nicholas B. Kuckel '01 Fund

Arnold R. LaForce '35 Scholarship Fund
Merton D. LaFountain '22 Memorial Scholarship Fund
Olive and Cincinato LaGuardia Scholarship Fund
L'Amicale Scholarship Fund
Ted Lang, Jr. Memorial Scholarship Fund
Frederick W. Lapham, Jr. '43 Memorial Scholarship Fund
Virginia Laube '64 Memorial Scholarship Fund
Edwin W. Lawrence 1829 Scholarship Fund
Claude Levy Scholarship Fund
The L'Hommedieu Family Scholarship Fund
Frances B. and Paige D. L'Hommedieu Scholarship Fund
Betty M. Linsley '49 Scholarship Fund
Literary Fund
Dr. Nicholas Locascio Scholarship Fund
Frank Lombardy '35 Memorial Scholarship Fund
Hazel MacLeod '09 Fund
The Eta and Abram Manell '34 Scholarship Fund
Andrew C. Marchbank '65 Memorial Scholarship Fund
Scott A. Margolin '99 Memorial Scholarship Fund
Robert J. Marony Fund
The Buren H. McCormack Scholarship Fund
Middlebury College Language Schools Fund
The Midd-Vermont Alumni Association Scholarship
Gertrude Cornish Milliken 1901 Scholarship Fund
Henry F. Moody '59 Scholarship Fund
Garrett M. Moran '76 Scholarship Fund
Levi P. Morton Scholarship Fund
Judith Davidson Moyers Scholarship Fund
Ralph O. and Lena G. Myhre Memorial Scholarship Fund
National Bank of Middlebury Scholarship Fund
Elizabeth MacGill Needy '47 Memorial Scholarship Fund
Howard M. Munford '34 Scholarship Fund
Walter J. Nelson '32 Scholarship Fund
Werner Neuse Scholarship Fund
New Balance Athletic Shoe Company, Inc. Scholarship Fund
New Jersey Student Aid Fund
June Brogger Noble '46 Scholarship Fund
Anna and Luke J. Nolfi Scholarship Fund
Luke J. Nolfi Memorial Scholarship Fund
Sidney Nordenschild, Sr. Scholarship Fund
Berthe O. Normano Scholarship Fund
Ted J. Novak '50 Memorial Scholarship Fund
Gerald M. O'Connell '83 Scholarship Fund
Peter Odabashian Memorial Scholarship Fund
Bernard J. O'Keefe Scholarship Fund
Charles J. Orr Memorial Scholarship Fund in the Bread Loaf School of English
Hewitt E. Page '33 Scholarship Fund
Adele T. Parker Scholarship Fund
Dr. George F. Parton, Jr. Scholarship Fund
Arthur D. Pepin '44 Scholarship Fund
Mildred H. Hubbard Phipps '20 Memorial Scholarship Fund
Dana G. Pierce Scholarship Fund
Michelina Pietrangelo Memorial Scholarship in the Italian School
Blanche and Stephen Piskor Memorial Scholarship Fund
Frank P. '37 and Anne C. Piskor Scholarship Fund
Louise R. Plaisted Scholarship Fund
Michael H. Podell '56 Financial Aid Award
William H. Porter Memorial Scholarship Fund
Anastasia Feodorova Pressman Memorial Scholarship Fund
Elizabeth Fryberger Pritchett '69 Scholarship Fund
The Frederika Proctor Fund
Antonio and Ida Quaglia Memorial Scholarship in the Italian School
Cecilia Quiros Scholarship Fund
Nancy "Tee" Thomsen Rand '52 Philadelphia Alumni Scholarship Fund
Robert E. Ray '59 Scholarship Fund
Rea Family Fellowship at the Bread Loaf Writers' Conference
Albert J. Riccio Fund for the President's Purse
Helen Coldwell Riccio Memorial Scholarship Fund
Leonard D. Riccio Memorial Scholarship
Charles R. Rice '58 Scholarship
James B. Richardson Scholarship Fund
Justin M. Ricker '06 Scholarship Fund
Marjorie J. Robb Scholarship Fund for Summer Language Studies
Roberts M. Roemer '50 Scholarship Fund
The Marguerite Rogers '18 Scholarship Fund
The Richard A. Rosbeck '61 Memorial Scholarship Fund
The Eleanor S. Ross Scholarship Fund
Robin Royle Memorial Scholarship Fund in the Russian School
The A. Bayard Russ '66 Memorial Scholarship Fund
S.G. Scholarship Fund
Donald W. Salisbury '16 and Eva Leland Salisbury '17 Memorial Scholarship Fund
Henry W. Schuettauff '27 Scholarship Fund
George Robert White Scott 1864 Scholarship Fund
The Lynde Selden Scholarship Fund
William Sempreora Scholarship Fund in the Bread Loaf School of English, Oxford
Jonathan Vollrath Shadd '78 Memorial Scholarship Fund
Mina Shaughnessy Memorial Scholarship Fund in Writing at the Bread Loaf School of English
Richard J. Sheehy '38 Scholarship Fund
Marion Shows Scholarship Fund
Carleton H. Simmons '28 Memorial Scholarship Fund

Cecil C. Simmons '24 Fund
Ernest Simons Memorial Scholarship Fund
The Skinner-Allen Scholarship Fund
Bezeliel Smith Fund
Jed A. Smith '88 and Class of 2001 Memorial Scholarship Fund
Paul C. Smith Spanish School Scholarship
The Jonathan Coleman Southmayd 1817 Scholarship Fund
Special Scholarship Fund
Dorothy Symonds Spendlove '36 Scholarship Fund
A.P. Stafford Scholarship Fund
Daniel J. Stark '01 Scholarship Fund
C.V. Starr Scholarship Fund
William S. '44 and Ingrid Monk Stevenson '44 Scholarship Fund
John Wolcott Stewart Fund
Rockey Ensminger Stoebenau Scholarship Fund
E. Carroll and Mary Joe Stollenwerck Scholarship Fund
The W. J. Stone 1902 Scholarship Fund
The Strauss Family Scholarship Fund
Sabin C. Streeter '63 Fund
Subscription of 1852
Agnes Warner Sunderland Fund
Swain Family Scholarship Fund
Miriam Deedman Swede '27 Scholarship Fund
Charles and Jessica Swift Scholarship Fund
Wylie and Lucy Sypher Scholarship Fund in the Bread Loaf School of English
The Arthur Gould Tasheira Fund
Gerald E. Thayer '31 Memorial Scholarship Fund
Helen A. and W. Grady Thomas '16 Scholarship Fund
Thomas G. Thompson Scholarship Fund
The Barbara and John Tormondsen '82 Scholarship Fund
John Crawford Trask, Jr. '41 Memorial Scholarship Fund
K.P. Tsolainos Memorial Scholarship Fund
The Herbert K. Twitchell Fund
Tyco International Scholarship Fund
Waldo Fund
Raymond A. Waldron Scholarship Fund in the Bread Loaf School of English
Phoebe Kasper Wallach '49 Memorial Scholarship Fund
Walter Family Scholarship Fund
Ruth McCullough Walzer Scholarship Fund in the Bread Loaf School of English
Warren Fund
Virginia Whittier Warthin '33 Scholarship Fund
WEB Fund
James A. and Edna M. Weeks Scholarship
Richard S. Werdiger '69 Scholarship Fund
Jane D. Whamer '48 Memorial Scholarship Fund
The Asa Wheelock Scholarship Fund
Dr. Percy T. '25 and Pauline C. Whitney '27 Scholarship Fund
Raymond L. Whitney '35 Memorial Scholarship Fund
The Whittington Family Scholarship Fund
The Albert Henry Wiggin Memorial Scholarship Fund
Percival 1902 and Marion Wilds Memorial Scholarship Fund
Frank A. Williams, Jr. '69 Memorial Scholarship Fund
Mark Doty Wilson '72 Scholarship Fund
The Windham County Congregational Scholarship Fund
Harriet B. Winsor Scholarship Fund
The Charles Baker Wright Scholarship Fund
Mary E. Yelda and Margot C. Yelda Scholarship Fund
Dr. Mel B. and Cynthia S. Yoken French School Scholarship Fund
The Marion L. Young '24 Scholarship Fund

TERM SCHOLARSHIPS

Ronald H. '59 and JoAnn Witmer Anderson '59 Scholarship Fund
Alice S. Ayling Scholarships
Jonathan Berger '67 Scholarship
Dr. Dorothea W. Brown Scholarship
Louis L. Croland and A. Leon Kohlreiter Scholarship
Rae R. Croland and Goldie Kohlreiter Scholarship Fund
Curran Family Scholarship Fund
Davis United World College Scholarship Fund
John V. Doyle '78 Scholarship
Thomas F. '87 and Shevaun M. Doyle '88 Scholarship Fund
Richard M. Gary P'02 Financial Aid Fund
The Freeman Foundation Vermont Scholarship Program
German Fellowship Fund
Jaqua Foundation Scholarship Fund
Michael C. Jennings '77 Scholarship Fund
Antonia Ax:son Johnson Scholarship Fund
Linda M. and Robert A. Jones Scholarship Fund
Agnes M. Lindsay Trust Scholarship Fund
Daniel J. Mahoney Scholarship Fund
June K. and Edward P. Mone Scholarship
F.A. and Katharine H. Nason Scholarship Fund
Jay Jon Nordby '76 Memorial Scholarship Fund
Henry Tyler Nottberg '98 Scholarship Fund
Posse Scholarship Fund
Nina Ritter '82 and Timothy D. Armour '82 Scholarship Fund
Charles Irwin Travelli Scholarship Fund
Vermont Scholarship Program
Lois Behrman Watson '51 Scholarship Fund
Marie C. and Joseph C. Wilson Foundation Scholarship Fund

Awards And Prizes

Charles B. Allen ’62 Memorial Prize
American Institute of Chemists’ Medal
John T. Andrews Memorial Prize in Philosophy
Angels Award
Bishop Atwood Historical Prize
Donald Everett Axinn Annual Prize
Elizabeth Bailey Award in the Bread Loaf School of English
Bakeless Prize
Alexandra T. and Robert L. Baker Award for Excellence in Russian Language and Literature
Baldwin Prize
Frieda Derdeyn Bambas Prize in French Literary Studies
Baumgarten ’98 and Udzenija ’99 SGA Memorial Prize
Blum and Company, Inc., Award
Deacon Boardman Peace Prize
Barbara Buchanan ’62 Alumni Association Award
Reid L. Carr Prize
George H. Catlin Award
George H. Catlin Classical Prize Fund
George H. Catlin Fund
William B. Catton Prize
The Challenger Award in the Bread Loaf School of English
Elbert C. Cole ’15 Memorial Fund Prize
Committee on Art in Public Places Award for Excellence in Studio Art
Marie Lafferty Cortell Theatre Award
Janet C. Curry ’49 Award in the Biological Sciences
F.C. Dirks ’30 Prize in Economics
Durkin Public Service Fund
Martin Joseph Durkin III Memorial Award
Eaton Prize
Harry M. Fife Memorial Award
Alison G. Fraker ’89 Essay Prize in Women’s Studies
First-Year Student Achievement Prize
Stephen A. Freeman French Prize
Drue Cortell Gensler ’57 Prize
David I. Goldman Film/Video Prize
Robert K. Gould Prize in Physics
Maude Violet Graybar American History Prize
Jon M. Groetzinger and Elinor Lee Groetzinger Award
Hazeltine Klevenow Cup
J. Rowland Illick Geography Award
International Studies Program Award
Julian E. and Melba Jarrett Prize
Christian A. Johnson Prize in Economics
Kellogg Latin English Prize
C.J. Neil Kvasnak Family Award
Lank Prize in Sociology and Anthropology
Helen T. Lin Award for Excellence in Chinese
Timothy Loring Prize in Chinese Language and Culture
Mahalingaiah Family Dance Prize
Scott A. Margolin ’99 Environmental Studies Award
Merck and Company Award
Camillo P. Merlino Award for Excellence
Merlino-Mezzotero Award
Ann and Edward Meyers Religion Prize
Berthe O. Normano Prize
Mildred Virginia Osher History Prize
The O.W. Prize for International Students
Dr. Francis D. Parker ’39 Mathematics/Computer Science Prize
Phi Beta Kappa Prize
E.L. Pool Qualitative Analysis Prize
Henry B. Prickitt English Prize
Richard C. Rapp ’64 Memorial Football Award
Rosalin Lieberman Riess Memorial Award
T. Ragan Ryan Award for Excellence
Senior Honors Thesis Award in Economics
Senior Honors Thesis Award in International Politics and Economics
John P. Stabile Memorial Cup
Marci J. Stewart ’72 Memorial Award
Stolley-Ryan American Literature Prize
Mary Dunning Thwing Prize
Alice J. Turner Memorial Trophy
Ryan Fairman Waldron ’97 Award
Paul W. Ward ’25 Memorial Prize
John M. White ’52 Memorial Award
Franklin G. Williams ’13 and Sarah H. Williams ’12 Memorial Award
Woolsey Prizes

Internships And Fellowships

Charles B. Allen ’62 Research Fellowship
Ronald H. Brown ’62 Summer Internship Program Fund
Janet C. Curry ’49 Research Fellowship
Dillon Dunwalke Overseas Internship Endowment
Nelson R. Easton ’41 Research Fellowship
Felton Family Internship
Humana Foundation Internship
New Millennium Internship Fund
Elizabeth Miller Palen ’40 Fund
Research Support for Women in Science/Engineering
Fred M. Roddy Bio-Medical Research Fellowship
Rachel L. Spear ’27 Fellowship Fund

LOAN FUNDS

Alpha Sigma Phi Memorial Fund
Edwin L. Bigelow '13 Student Scholarship Fund
Reid L. Carr and Eleanor F. Carr Revolving Loan Fund
Ella N. Goodale Student Loan Fund
Joel B. Harris Student Loan Fund
Hazeltine Student Loan Fund
Elam R. Jewett Student Loan Fund
Ada Howe Kent Foundation Loan Fund
Lee A. Kintzel and Roger Kintzel Student Loan Fund
Ladd-Whelan Student Loan Fund
Martha Jewett Nash Student Loan Fund
F.A. and Katharine H. Nason Loan Fund
Francis M. Newman Student Loan Fund
William H. Porter Student Loan Fund
Justin M. Ricker Fund
Emma Hardy Slade Student Loan Fund
John J. Tuohy Memorial Loan Fund

ENDOWED PROFESSORSHIPS

(year established)

Burr Professorship of Chemistry and Natural History (1829)
John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
Levi P. Morton Professorship of Latin and French (1887)
Beman Professorship of Mathematics (1893)
James B. Jermain Professorship of Political Economy (1901)
A. Barton Hepburn Women's Professorship (1908)
George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)
Paige-Wright Professorship of Economics (1913)
Fletcher D. Proctor Professorship of American History (1918)
Henry Norman Hudson Professorship of English (1920)
A. Barton Hepburn Professorship of Economics (1922)
John C. McCullough Professorship of Chemistry (1924)
Julian W. Abernethy Professorship of American Literature (1933)
Albert D. Mead Professorship of Biology (1949)
George Adams Ellis Professorship of Liberal Arts (1956)
Jean Thomson Fulton Professorship of Modern Languages and Literature (1963)
Charles A. Dana Professorships (1966)
Irene Heinz and John LaPorte Given Professorship in Pre-medical Sciences (1966)
Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)
Christian A. Johnson Professorship in Art History (1974)
Christian A. Johnson Professorship in the Performing Arts (1974)
William R. Kenan, Jr. Professorship (1975)
Christian A. Johnson Distinguished Professorship in Economics (1977)
Frank and Eleanor Griffiths Chair in Literature at the Bread Loaf School of English (1977)
C.V. Starr Professorship in Linguistics and Language (1979)
Fiftieth Anniversary Chair in the Italian School (1981)
Benjamin F. Wissler Professorship in Physics (1983)
John M. Kirk, Jr. Chair in Medieval Literature at the Bread Loaf School of English (1984)
Fletcher Chair in the Arts (1985)
Pardon Tillinghast Chair in History, Philosophy, and Religion (1985)
Donald Everett Axinn Chair in Creative Writing (1987)
Frederick C. Dirks '30 Professorship in Economics and Political Science (1987)
C.V. Starr Professorship in Russian and Eastern European Studies (1987)
John Spencer Professorship in African Studies (1987)
Kawashima Professorship in Japanese Studies (1988)
Alan R. Holmes Chair in Monetary Economics (1989)
M. Ruth Marino Chair in the Bread Loaf School of English (1989)
Walter Cerf Distinguished College Professor (1996)
Reginald L. Cook '24 Professorship in American Literature (1997)
Lois Behrman Watson '51 Professorship in French (1998)
Curt C. and Else Silberman Professorship in Jewish Studies (1998)
Borgen Family Coaching Chair (1998)
Barbara and John Tormondsen '82 Nordic Skiing Chair (2000)
David K. Smith '42 Chair in Applied Economics (2000)
Kathleen O'Connor Truscott and William "Ted" Truscott Chair in Chinese (2001)

ENDOWED LECTURESHIPS

Julian W. Abernethy Lecture
Donald Everett Axinn Annual Public Lecture
Jean Boorsch Lectureship
Willard Duncan Carpenter '14 Memorial Lecture Fund
Class of 1914 Lecture
David W. Courter Fellows Program
Elizabeth Drew Memorial Lecture Fund
William H. Edmunds '17 Memorial Fund
John Hamilton Fulton Memorial Lectures
Charles S. Grant Memorial Lecture
Hirschfield Film Endowment
Holocaust Remembrance Film Fund
Scott A. Margolin '99 Environmental Affairs Lecture Fund
Hannah A. Quint Lectureship in Jewish Studies
George B. Saul II Lecture Fund
Professor David K. Smith Visiting Economic Lecture Series

Samuel S. Stratton Lecture
Charles and Jessica Swift Lecture Fund
Robert W. van de Velde, Jr. '75 Memorial Lecture Series
Karl and Anna Zernik Memorial Fund

ENDOWED FACULTY SUPPORT

Ada Howe Kent Faculty Development Fund
Pell Fund
Professor Llewellyn R. Perkins and Dr. Ruth M. Perkins Memorial Faculty Research Fund

PRESIDENT AND FELLOWS

PRESIDENT OF THE COLLEGE

John M. McCardell, Jr.
A.B., Litt.D., Washington and Lee University; Ph.D., Harvard University
Middlebury, VT

CHARTER TRUSTEES

(Dates indicate year first elected and year current term expires.)

James S. Davis '66
A.B., L.H.D. (2001, 2006)
Boston, MA

Churchill G. Franklin '71
A.B. (1989, 2004)
Boston, MA

Nancy Coffrin Furlong '75
A.B. (1994, 2009)
Burlington, VT

Robert C. Graham, Jr., '63
A.B. (1992, 2007)
Stamford, CT

Betty Ashbury Jones '86 (M.A.)
A.B., M.A. (1994, 2009)
Louisville, KY

William H. Kieffer III '64
A.B. (1992, 2007)
Boston, MA

Roxanne McCormick Leighton '67
A.B. (1996, 2011)
Bolton, MA

Polyvios C. Vintiadis
A.B., M.A. (1995, 2010)
Greenwich, CT

TERM TRUSTEES

Peter I. Bijur
A.B., M.B.A. (1994, 2004)
New Canaan, CT

Drucilla Cortell Gensler '57
A.B. (1994, 2004)
Mill Valley, CA

Robert A. Jones '59
A.B., M.B.A., LL.D. (1997, 2007)
Incline Village, NV

L. Dennis Kozlowski
B.S. (1999, 2004)
North Hampton, NH

Louis Marx, Jr.
A.B. (1995, 2005)
New York, NY

Garrett M. Moran '76
A.B., M.B.A. (1997, 2007)
Greenwich, CT

Frank W. Sesno '77
A.B. (1994, 2004)
Great Falls, VA

J. Lea Hillman Simonds '69
A.B. (1994, 2004)
Pittsburgh, PA

John Spencer
A.B., Ph.D. (1998, 2003)
Wainscott, NY

John R. Tormondsen '82
A.B., M.B.A. (2002, 2007)
Greenwich, CT

Marna C. Whittington
A.B., M.S., Ph.D. (1999, 2004)
Yorklyn, DE

Kendrick R. Wilson III
A.B., M.B.A. (1999, 2004)
Bedford, NY

ALUMNI TRUSTEES

Paula Carr Cummings '82
A.B., M.B.A. (2001, 2006)
Bronxville, NY

Frederick M. Fritz '68
A.B., M.B.A. (1999, 2004)
Concord, MA

James R. Keyes '71
A.B., M.B.A. (2000, 2005)
Brattleboro, VT

Michael C. Obel-Omia '88
A.B., M.A. (1997, 2003)
Needham, MA

Karen A. Stolley '77
A.B., M.A., Ph.D. (2002, 2007)
Atlanta, GA

Mary MacArthur Wendell '69
A.B. (1999, 2004)
Milton, MA

TRUSTEES EMERITI

(Dates indicate year of first election to Board of Trustees and effective date of emeritus status.)

James I. Armstrong
Ph.D., LL.D., L.H.D., Litt.D. (1963, 1975)
Hanover, NH

Mary Williams Brackett '36
A.B., M.A., Ph.D., Litt.D. (1969, 1984)
Scarborough, ME

Dort A. Cameron III '67
A.B., M.B.A. (1983, 1998)
Bedford Hills, NY

Allan R. Dragone, Sr., '50
A.B., LL.D. (1978, 1994)
Darien, CT

Willard T. Jackson '51
A.B., M.B.A., LL.D. (1973, 1993)
Cornwall, VT

C. Irving Meeker '50
A.B., M.D. (1979, 1995)
Portland, ME

Jonathan O'Herron
A.B., M.B.A. (1980, 1996)
New York, NY

Patricia Judah Palmer '57
A.B., L.H.D. (1982, 1997)
Wellesley Hills, MA

Milton V. Peterson '58
A.B., L.H.D. (1983, 1998)
Fairfax, VA

W. Kyle Prescott '49
A.B. (1978, 1994)
Mississauga, ON, Canada

Raymond J. Saulnier '29
B.S., M.A., Ph.D., LL.D. (1958, 1979)
Chestertown, MD

David E. Thompson '49
A.B. (1974, 1995)
Panton, VT

Hilton A. Wick
A.B., LL.B. (1969, 1984)
Burlington, VT

Robert P. Youngman '64
A.B., D.A.H. (1980, 1996)
New York, NY

ADMINISTRATION AND STAFF

Calendar year indicates first date of appointment; second date, appointment to present position

OFFICE OF THE PRESIDENT

President
John M. McCardell, Jr., A.B., Ph.D., Litt.D. (1976, 1992)

Executive Assistant to the President, Secretary of the Corporation
Betsy M. Etchells, A.B. (1981, 1988)

Secretary of the College
Eric L. Davis, A.B., M.A., Ph.D. (1980, 1997)

ACADEMIC PROGRAM

Executive Vice President and Provost
Ronald D. Liebowitz, A.B., M.A., Ph.D. (1984, 1995)

Associate Provost for Institutional Diversity
Roman Graf, M.A., Ph.D. (1993, 1999)

Senior Adviser for Institutional Diversity
Leroy Nesbitt, Jr., A.B., J.D. (1992)

Associate Provost (on leave)
Timothy Spears, A.B., Ph.D. (1990, 1999)

Assistant to the Provost
Cathy Bilodeau, A.A. (1986, 1995)

Dean of the Faculty
Robert Schine, A.B., M.A., Ph.D. (1985, 1997)

Assistant to the Dean of the Faculty
Donna L. McDurfee, A.B. (1989)

Associate Dean of the Faculty
Michael Geisler, Staatsexamen, Ph.D. (1992, 2000)
James Larrabee, B.S., M.A., Ph.D. (1986, 1998)

Assistants to the Academic Administration
Janis M. Audet, (2001)
Jessa C. Karki, A.B., M.A. (2000)
Susan H. Perkins (1990)
Mari C. Price (1988-90, 1994)

Administrative Director of the Science Center
Timothy H. Wickland, A.B. (1986)

Assistant Dean for Instruction
Kathleen Skubikowski, A.B., M.A., Ph.D. (1983, 2002)

Director of Academic Support
Janine Clookey, B.S., M.S. (1984, 1991)

Director of Student Fellowships and Health Professions
Arlinda Ardister Wickland, A.B., M.A. (1980, 1997)

Coordinator, Americans with Disabilities Act Services
Elizabeth Christensen, A.B. (1995)

LIBRARY AND INFORMATION SERVICES (LIS)

Dean of Library and Information Services
Barbara Doyle-Wilch, A.B., M.A. (2001)

LIS Lead for Content
Head of Circulation Services
Judith Watts, A.B., M.L.S. (1980, 2002)

LIS Lead for Infrastructure
David A. Donahue, A.B., M.Ed. (1997, 2002)

LIS Lead for Presentation
Director of Educational Technology
Sheldon C. Sax, A.B., M.A. (1984, 2002)

Special Projects Manager for LIS
Jeffrey R. Rehbach, A.B., M.A., M.L.S. (1981, 2002)

Associate College Librarian
Hans Raum, A.B., M.L.S. (1975, 1977)

Assistant College Librarian for Budget and Collections
Joanne A. Schneider, A.B., M.L.S. (1980, 1999)

Abernethy Curator, College Archivist, and Special Collections Librarian
Robert Buckeye, A.B., M.A., M.L.S. (1971, 1973)

Catalog Librarian
Cynthia Watters, A.B., M.L.S. (1975, 1985)

Assistant Catalog Librarian
Richard D. Jenkins, B.S., M.A., M.L.S. (1999)

Foreign Languages Reference and Acquisitions Librarian
Joy Pile, A.B., M.M., M.L.S. (1989, 1999)

Music Librarian
Jerry McBride, B.M., M.M., M.L.S. (1986)

Music Cataloger
Terry Simpkins, B.S., M.M., M.L.S. (1999)

Reference and Instruction Librarian
Jean Simmons, A.B., M.L.S. (1984, 2001)

Reference and Instruction Librarian
Brenda E. Ellis, B.A., M.S.L.S. (2001)

Electronic Services / Reference and Instruction Librarian
Jason Snyder, B.A., M.A., M.L.S. (2001)

Science Librarian
Louise S. Zipp, B.A., M.A., M.L.S. (1999)

Systems Librarian
Michael Lynch, A.B., M.L.S. (1996)

Davison Librarian
Christopher Brady, B.A., M.L.S. (1990, 1997)

Director of Administrative Information Systems
Ronald McKinnon, A.B., M.S. (1980, 1995)

Director of ITS Operational Analysis and Fiscal Administration
Carol A. Peddie, A.B. (1996, 2000)

Director of ITS Outreach and Customer Services
Mary Backus, A.B. (2000)

Director of Media Services
Dean P. Cadoret, A.S. (1987, 2000)

Director of Systems & Network Services
Thomas J. Cutter, A.A. (1993, 1999)

Director of Telephone Services
Margaret A. Fischel, A.B. (1985, 1995)

Project Manager, Minerva
Lawrence G. Tansey, A.B. (2001)

MUSEUM OF ART

College Curator and Director of the Museum of Art
Richard Saunders, A.B., M.A., M. Phil, Ph.D. (1985)

Associate Director of the Museum of Art
Maurene (Emmie) Donadio, A.B., M.A., M. Phil., Ph.D. (1977, 1990)

Museum Coordinator, Museum of Art
Doug Perkins, A.B. (2002)

Curator of Education, Museum of Art
Sandra M. Olivo, A.B. (1995)

Museum Designer and Technician, Museum of Art
Kenneth J. Pohlman, B.F.A. (1986)

Museum Administrative Assistant, Museum of Art
Andrea Solomon, B.L.A., B.S. (2000)

Registrar, Museum of Art
Margaret W. Wallace, A.B. (1997)

Museum Receptionist, Museum of Art
Mikki Lane, B.F.A. (2002)

Museum Security Supervisor, Public Safety/ Museum of Art
Wayne S. Darling, A.B. (1992)

STUDENT SERVICES

Dean of Student Affairs
Ann Craig Hanson, A.B., M.Ed., Ph.D. (1988, 1999)

Associate Dean of Student Affairs; International Student Adviser
Kathy Foley-Giorgio, A.B., M.Ed. (1997, 1999)

Associate Dean of Student Affairs
Marichal Gentry, B.A., M.S.W. (1999)

Director of Undergraduate Records
Lucinda A. Belanger (1976, 1983)

Assistant Dean of Student Affairs
Karen Guttentag, B.A. M.Ed. (2001)

Associate Dean of Student Affairs; Director of Public Safety
Elizabeth Boudah, A.B. (2000)

Executive Director, Career Services Office
Jaye Roseborough, B.S., M.S.(1999)

Director, Center for Campus Activities and Leadership
Douglas Adams,A.B., M.S., Ed.S. (1999, 2000)

Chaplain
Laurel Macaulay Jordan, A.B., M.Div., M.A. (1996)

Director of the Center for Counseling and Human Relations
Gary F. Margolis, A.B., Ph.D. (1972)

Director of Health Education; Educational Coordinator of Sexual Harassment Prevention
Marianna McShane, A.B., M.Ed. (1982, 1990)

Administrative Director of the George Parton Health Center
Kathleen A. Ready, B.S.N., F.N.P. (1992)

Director of Service Learning
Tiffany Sargent, A.B. (1985, 2000)

Director, Sports Medicine
David Matthews, B.S., M.A., ATC (1981, 1993)

Director of Academic Support
Janine Clookey, B.S., Sc.M. (1984, 1991)

Associate Provost
Tim Spears, A.B., Ph.D. (1980, 1989)

Dean of Advising
Karl L. Lindholm, A.B., M.A., Ph.D. (1976, 1991)

Dean of Wonnacott Commons
Matthew Longman, A.B., M.Ed. (1989, 1999)

Co-Faculty Head of Wonnacott Commons
Cynthia Packert Atherton, A.B., M.A., Ph.D. (1987) (1995)

Co-Faculty Head of Wonnacott Commons
Scott Edward Atherton, A.B. (1995)

Dean of Atwater Commons
Scott Barnicle, A.B., M.Ed. (1998, 1999)

Co-Faculty Head of Atwater Commons
Stephen Donadio, A.B., M.A., Ph.D. (1977, 2000)

Co-Faculty Head of Atwater Commons
Maurene (Emmie) Donadio, A.B., M.A., M.Phil., Ph.D. (1977, 1997, 2000)

Dean of Brainerd Commons
Andréa Baier, B.A. M.Litt. (2001)

Co-Faculty Head of Brainerd Commons
Paul Nelson, A.B., M.A., Ph.D. (1963, 1998)

Co-Faculty Head of Brainerd Commons
Jennifer Nelson, A.B. (1963, 1998)

Dean of Ross Commons
John Mangan, B.M., M.M. (2001)

Co-Faculty Head of Ross Commons
Tom Beyer, B.S., M.A. Ph.D. (1975, 2001)

Co-Faculty Head of Ross Commons
Dorothea Beyer, A.A. (2001)

Dean of Cook Commons
David Edleson, M. H. L., Rabbinic Ordination

Faculty Head of Cook Commons
Patricia Zupan, A.B., M.A., Ph.D. (1982, 2001)

Residential Systems Coordinator
Mariah McKechnie, A.B. (2001)

ADMISSIONS AND FINANCIAL AID

Dean of Enrollment Planning
Michael D. Schoenfeld, A.B., M.Ed. (1981, 1995)

Director of Admissions
John E. Hanson, A.B., M.A., Ed.D. (1991, 1995)

Assistant to Dean of Enrollment Planning and Director of Admissions, Admissions Operations Manager
Carol A. Bushey, A.A. (1982, 1995)

Associate Director of Admissions
Onis Cheathams, A.B. (1997)

Associate Director of Admissions
Caroline S. Donnan, A.B., M.Ed. (1986, 1992)

Associate Director of Admissions
Kathy M. Lindsey, A.B. (1983, 1989)

Associate Director of Admissions
Barbara H. Marlow, A.B. (1983, 1993)

Associate Director of Admissions
Carolyn L. Perine, A.B. (1973, 1982)

Associate Director of Admissions
Bertram D. Phinney, A.B. (1973, 1982)

Assistant Director of Admissions and Financial Aid
Douglas A. Badger, A.B., M.Ed. (1996, 1999)

Assistant Director of Admissions
Alyssa J. Sinclair, A.B., M.A. (1996, 1998)

Assistant Director of Admissions
Michelle McKenzie Nelson, A.B. (1999)

Assistant Director of Admissions
Shannon L. Nguyen, A.B., (2000)

Admissions Counselor
Andrea D. Casas, A.B., (2000)

Director of Financial Aid
Robert Donaghey, A.B., M.A. (1984)

Associate Director of Financial Aid
Patricia L. Santner, B.S. (1985)

Assistant Director of Financial Aid
Jacqueline Davies, A.B. (1992, 1997)

Assistant Director of Financial Aid
Steven W. Dwire, A.B. (1997)

Loan Coordinator/Office Manager
Mary T. Brady, B.A., (1998)

Senior Financial Aid Assistant
Gail J. Rothman, B.S. (1987)

Financial Aid Assistant
Marguerite Corbin (1997)

ATHLETICS PROGRAM

Director of Athletics
Russell L. Reilly, A.B., M.Ed. (1977, 1997)

Assistant Director of Athletics
Gail D. Smith, B.S., M.Ed. (1977)

Special Assistant to the Director of Athletics
Michael G. Heinecken, B.S., M.Ed. (1973) (2001)

Coach of Men's/Women's Nordic Skiing, Men's/Women's Cross-Country
Terry L. Aldrich, B.S. (1975)

Coach of Men's Ice Hockey, Golf
William Beaney, A.B. (1986)

Coach of Men's/Women's Indoor and Outdoor Track; Strength Coach
Martin Beatty, A.B. (1987)

Coach of Men's Basketball; Assistant Coach of Women's Soccer
Jeffrey C. Brown, A. B. (1997)

Coach of Men's/Women's Swimming; Director of Natatorium
Peter Solomon, B.S., M.A. (1997)

Coach of Field Hockey; Assistant Coach of Women's Lacrosse
Katharine DeLorenzo, A.B., M.S. (2001)

Coach of Women's Lacrosse; Director of Physical Education and Student-Athlete Welfare
Carson W. Foote, B.S. (1977) (2001)

Coach of Women's Soccer and Softball
Diane R. Boettcher, B.S., M.Ed. (1998)

Coach of Women's Basketball; Assistant Coach of Softball
Noreen B. Pecsok, A.B. (1998)

Coach of Women's Ice Hockey; Assistant Coach of Football
William Mandigo, A.B. (1988)

Coach of Men's Lacrosse; Assistant Coach of Football
Erin Quinn, A.B., M.A.T. (1990)

Coach of Men's Soccer, Women's Squash
David J. F. Saward, B.Ed., M.Ed. (1985)

Coach of Men's/Women's Alpine Skiing; Assistant Coach of Men's Soccer
Mark D. Smith, A.B. (1994)

Coach of Baseball; Director of Club Sports/Intramurals
Robert L. Smith, A.B., M.A. (1979)

Assistant Coach of Cross Country, Indoor and Outdoor Track
Nicole Wilkerson, B.A., M.Ed (2001)

Coach of Football; Assistant Coach of Men's Lacrosse
Robert D. Ritter, A.B. (1995)

Assistant Coach of Women's/Men's Nordic Skiing, Outdoor Track
Patricia Ross-Tran, B.S (1988)

Assistant Coach of Football, Baseball
Douglas Mandigo, A.B. (2001)

COLLEGE ADVANCEMENT

Vice President for College Advancement
Sally Holland, B.A. (2001)

Director of Alumni and Parent Programs
Anya Puri, A.B., M.Ed. (2001)

Director of Annual Giving
Susan Regier, A.A. (1997, 2002)

Director, College Advancement Administration
Shelley Glassner, A.B., M.A.T. (1988, 1993)

Director of Communications
To be appointed

Director of Development
Ann E. Crumb, A.B., M.A. (1990, 1994)

Director of Gift Planning
Brian M. Sagrestano, A.B., J.D. (1999, 2001)

Director of Grants
Susan Véguez, A.B., M.A. (1979, 1984)

Director of Major Gifts
Kelly Kerner, A.B. (1994, 2001)

Director of Principal Gifts
Kevin P. McAteer, A.B. (1997, 2001)

Director of Public Affairs
Philip G. Benoit, A.B., M.A. (1996)

Executive Secretary, Alumni Association
Hugh Marlow, A.B. (1980, 1994)

BUSINESS MANAGEMENT

Vice President of Administration, Treasurer
F. Robert Huth, Jr., A.B., C.P.A. (1998, 1999)

Assistant Treasurer & Director of Business Services
Thomas J. Corbin, B.B.A. (1989, 1994)

Director of Human Resources
C. Drew Macan, SPHR, B.A. (1999, 2001)

Assistant Director of Human Resources for Compensation
Stephanie P. Audet, PHR, BSBA (1998, 2001)

Assistant Director of Human Resources for Benefits
Martin V. Thompson (1996, 1999)

Assistant Director of Human Resources for Staff Development
April E. Tuck, B.S., M.S., C.C.C. (1999)

Assistant Treasurer and Comptroller
Philip A. Yauch, B.B.A., C.P.A. (1989, 1994)

Gift and Endowment Officer
Rhoda M. Rader, B.S. (1979, 1996)

Bursar
Sandra L. Vivian, A.B., M.B.A. (1991, 1997)

Tax Manager
Isabel Smidy, C.P.A. (1999)

Budget Director
Amy Jo Emerson, B.S., M.S., C.A., C.P.A. (1973, 1999)

Investment Administrator
Derek Hammel, B.S. (1997)

Director of Operations
George W. Whitney, Jr., A.B. (1973, 1983)

Purchasing Agent
Howard W. Brush (1980, 1983)

Director of Facilities Management
Jon C. Woodbury, B.S. C.E. (1978)

Assistant Director of Facilities Management for Facilities Maintenance and Operation
Norman D. Cushman, A.A.S., B.S., M.B.A. (1990)

Assistant Director of Facilities Management for Custodial Services
Linda L. Ross (1980, 1994)

Director of Dining Services
Peter J. Napolitano, B.S., M.S. (1997)

Manager of College Store
Robert T. Santry, A.B. (1993)

Manager of Mailing Service and Reprographics
Steven K. Goodman (1983, 1994)

College Forester
Stephen W. Weber, A.B., M.F. (1978, 1980)

FACILITIES PLANNING

Executive Vice President for Facilities Planning
David W. Ginevan, B.S., M.Ed., M.B.A. (1973, 1999)

Program Manager
Mark Gleason (2002)

Assistant Program Manager and Architectural Research Assistant
Jennifer Bleich (2001)

Assistant to the Executive Vice President for Facilities Planning
Doreen Bernier (1995)

Manager/PGA Golf Professional
Jim Dayton (1999)

Manager of Snow Bowl
Peter Mackey, B.A. (1987, 1995)

BREAD LOAF SCHOOL OF ENGLISH

Director of the Bread Loaf School of English/ Dean of Graduate and Special Programs
James H. Maddox, A.B., M.A., Ph.D. (1989)

Associate Director of the Bread Loaf School of English
Emily C. Bartels, A.B., M.A., Ph.D. (2001)

On-Site Director of Bread Loaf at Lincoln College, Oxford, England
John M. Fyler, A.B., M.A., Ph.D. (2001)

On-Site Director of Bread Loaf in New Mexico
Andrea Lunsford, B.A., M.A., Ph.D. (2002)

On-Site Director of Bread Loaf in Alaska
Kevin Dunn, A.B., M.A., Ph.D. (2001)

Administrative Associate Bread Loaf School of English
Elaine Lathrop (1980)

Assistant to the Director of the Bread Loaf School of English/Assistant to the Dean of Graduate and Special Programs
Sandra LeGault, A.B., M.A. (1992, 2001)

BREAD LOAF WRITERS' CONFERENCE

Director of the Bread Loaf Writers' Conference
Michael Collier, A.B., M.F.A. (1995)

Administrative Director of the Bread Loaf Writers' Conference
Devon Jersild, A.B., M.A. (1995)

Administrative Manager of the Bread Loaf Writers' Conference
Noreen Cargill, A.B. (2000)

LANGUAGES AND INTERNATIONAL STUDIES

Dean of Language Schools and Schools Abroad
Michael R. Katz, A.B., D.Phil. (1983, 1998)

Senior Assistant to the Dean of Language Schools and Schools Abroad; Coordinator of Graduate Alumni Affairs
Elizabeth Karnes, A.B. (1986, 1989)

Assistant to the Dean of Language Schools and Schools Abroad, Coordinator of D.M.L. Program
Linda D. Marchica, A.A. (1975, 1977)

Director of Academic Records for the Language Schools and Bread Loaf School of English
Marilyn L. Ewell, A.B.S. (1971, 1980)

Director of Marketing and Communications for the Language Schools
Robert J. Keren, A.B. (1997)

Administrative and Operations Manager for the Language Schools
Christa E. Clifford, A.B. (1998)

Budget Assistant and Faculty Personnel Coordinator for the Language Schools, Coordinator of Italian School and Graduate Program Abroad
Sandra A. Bonomo (1986, 1995)

Director of the School of Arabic
Nabil M.S. Abdelfattah, A.B., M.A., Ph.D. (1984, 1998)

Director of the Chinese School
Jianhua Bai, B.A., M.A., Ph.D. (2002)

Director of the French School
Jean-Claude Redonnet, Agrégation, Doctorat IIIème cycle, Doctorat d'Etat és-lettres (1980, 1998)

Director of the German School
Jochen H. Richter, M.A., Ph.D. (1991, 1997)

Director of the Italian School
Michael Lettieri, A.B., M.A., Ph.D. (1988, 1995)

Director of the Japanese School
Dennis C. Washburn, A.B., M.A., Ph.D. (1991, 2000)

Director of the Russian School
Benjamin Rifkin, A.B., M.A., A.M., Ph.D. (1990,1999)

Director of the Spanish School
Susan E. Carvalho, B.A., M.A., Ph.D. (2002)

Director of Off-Campus Study
David A.J. Macey, A.B., M.A., M.Phil., Ph.D. (1978, 1995)

Associate Director of Off-Campus Study
Elizabeth B. Ross, A.B., Ed.M. (1997)

Director of the School in France
David Paoli, Maîtrise, M.A., Ph.D. (2001)

Director of the School in Germany
Heike Fahrenberg, M.A. (2000)

Director of the School in Italy
Anna L. Barsanti (1976)

Director of the School in Spain
Kim Griffin, A.B., M.A., Ph.D. (1982, 1996)

Director of the School in Russia
Amy Allington, A.B. (1999)

FACULTY

(This list reflects faculty status as of April 24, 2002

John M. McCardell, Jr.
A.B., Litt.D., Washington and Lee University; Ph.D., Harvard University
President (1992); Professor of History (1976)

Ronald D. Liebowitz
A.B., Bucknell University; M.A., Ph.D., Columbia University
Executive Vice President and Provost (1995); Professor of Geography (1984)

Roman Graf
M.A., University of Oregon; Ph.D., University of North Carolina
Associate Provost for Institutional Diversity (1999); Associate Professor of German (1993)

Timothy B. Spears
A.B., Yale University; Ph.D., Harvard University
Associate Provost, Dean of Commons (1999); Associate Professor of American Literature and Civilization (1990); on leave

Eric L. Davis
A.B., Brown University; M.A., Ph.D., Stanford University
Secretary of the College (1997); Professor of Political Science (1980)

Robert S. Schine
A.B., Kenyon College; M.A., Universität Freiburg; Ph.D., Jewish Theological Seminary of America
Dean of the Faculty (1997); Professor of Religion (1985); Curt C. and Else Silberman Professor of Jewish Studies (2000)

Michael E. Geisler
Wissenschaftliche Prüfung für das Lehramt an Gymnasien, Universität Mannheim; Ph.D., University of Pittsburgh
Associate Dean of the Faculty (2000); Professor of German (1992)

James A. Larrabee
B.S., Trinity College; M.A., Ph.D., Princeton University
Associate Dean of the Faculty (1998); Professor of Chemistry and Biochemistry (1986)

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Stephen B. Abbott
A.B., Colgate University; M.S., Ph.D., University of Virginia
Associate Professor of Mathematics and Computer Science (1993)

Katherine Smith Abbott
A.B., St. Olaf College; M.A., Ph.D., Indiana University
Visiting Assistant Professor of History of Art and Architecture (1996); part-time

Eve Adler
A.B., Queens College; M.A., Brandeis University; Ph.D., Cornell University
Professor of Classics (1977)

Terry L. Aldrich
B.S., St. Lawrence University
Assistant Professor of Physical Education (1975)

Holly M. Allen
A.B., Brown University; Ph.D., Yale University
Assistant Professor of American Literature and Civilization (1994);

Julia Alvarez
A.B., Middlebury College; M.A., Syracuse University
Writer-in-Residence (1988); part time

Glenn M. Andres
B. Arch., Cornell University; M.F.A., Ph.D., Princeton University
Professor of History of Art and Architecture (1970); Christian A. Johnson Professor of Art (2000)

Alicia B. Andreu-Sprigg
A.B., Chapman College; M.A., University of Wisconsin; Ph.D., University of Oregon
Professor of Spanish (1976)

Jason D. Arndt
B.A., University of Kansas; M.A., Ph.D., University of North Carolina, Chapel Hill
Assistant Professor of Psychology (2002)

Cynthia Packert Atherton
A.B., University of Pittsburgh; M.A., Ph.D., Harvard University
Professor of History of Art and Architecture (1987-88, 1989)

David H. Bain
A.B., Boston University
Lecturer in English (1987); part time

Cates Baldridge
A.B., Johns Hopkins University; M.A., Ph.D., University of Virginia
Professor of English (1986); on leave

Mireille Barbaud-McWilliams
Ph.D., Université de Paris X-Nanterre
Visiting Assistant Professor of French (1979, 1989); part time

Ian J. Barrow
A.B. Wesleyan University; M.A., University of Virginia; Ph.D., University of Chicago
Assistant Professor of History (1998); on leave

Stanley P. Bates
A.B., Dartmouth College; A.B., M.A., Oxford University; M.A., Ph.D., Harvard University
Professor of Philosophy (1971); on leave

William Beaney
A.B., University of New Hampshire
Assistant Professor of Physical Education (1986)

Martin C. Beatty
A.B., Middlebury College
Assistant Professor of Physical Education (1986)

Eduardo C. Béjar
A.B., B.Arch., Rice University; M.A., Ph.D., University of Massachusetts
Professor of Spanish (1985); on leave

Evan N. Bennett
A.B., Harvard University; M.M., Juilliard School; M.F.A., Princeton University
Visiting Instructor in Music (1993)

John D. Berninghausen
A.B., University of Minnesota; M.A., Ph.D., Stanford University
Professor of Chinese (1976); Charles A. Dana Professor (1993)

John A. Bertolini
A.B., Manhattan College; M.A., Ph.D., Columbia University
Professor of English and Film (1975); George Adams Ellis Professor of Liberal Arts (1997)

Mary Ellen Bertolini
A.B., College of New Rochelle; M.A.T., Wesleyan University; M.A., Middlebury College
Lecturer, Tutor-in-Writing (1993);

Thomas R. Beyer, Jr.
B.S., Georgetown University; M.A., Ph.D., University of Kansas
Professor of Russian (1975)

Timothy Billings
A.B., Pomona College; M.F.A., M.A., Ph.D., Cornell University
Assistant Professor of English (1998); on leave

Erik Bleich
A.B., Brown University; M.A., Ph.D., Harvard University
Assistant Professor of Political Science (1999)

Diane Boettcher
B.S., M.Ed., University of Vermont
Assistant Professor of Physical Education (1998)

Ilaria Brancoli-Busdraghi
Prof. Deg., Instituto Italiano per l'Arte; Laurea, Seconda Universita di Roma
Visiting Lecturer in Italian (1999); part time

Daniel Brayton
B.A., Williams College; M.A., Cornell University; M.A., University of North Carolina; Ph.D., Cornell University
Visiting Assistant Professor of English (1999);

Priscilla Bremser
A.B., Smith College; M.A., Ph.D., Johns Hopkins University
Professor of Mathematics and Computer Science (1984)

Amy J. Briggs
A.B., Dartmouth College; M.S., Ph.D., Cornell University
Associate Professor of Mathematics and Computer Science (1994)

Pieter B. F. J. Broucke
B.Arch., Higher Institute of Architecture, Belgium; M.A., University of Minnesota; M.A., M. Phil., Ph.D., Yale University
Assistant Professor of History of Art and Architecture (1995)

Jeffrey C. Brown
A.B., University of Vermont
Assistant Professor of Physical Education (1997)

Richard C. Bunt
A.B., M.S., Northwestern University; Ph.D., Stanford University
Assistant Professor of Chemistry and Biochemistry (1998); on leave

Louisa A. Burnham
A.B., Harvard-Radcliffe College; Ph.D., Northwestern University
Assistant Professor of History (2002)

James P. Butler, Jr.
B.F.A., Rhode Island School of Design; M.F.A., Indiana University
Professor of Studio Art (1981); on associate status

Alison Byerly
A.B., Wellesley College; M.A., Ph.D., University of Pennsylvania
Professor of English (1989); on leave

Jeffrey H. Byers
B.S., University of Rochester; Ph.D., Dartmouth College
Professor of Chemistry and Biochemistry (1986)

Penny Campbell
A.B., Bennington College
Lecturer in Dance (1985)

Susan M. Campbell
B.S., Denison University; M.A., Ph.D., University of California, Los Angeles
Associate Professor of Psychology (1993)

Sandra Carletti
Diploma, University of Bologna; M.A., Ph.D., Johns Hopkins University
Associate Professor of Italian (1991)

Kateri Carmola
A.B., University of Chicago; M.A., Ph.D., University of California, Berkeley
Assistant Professor of Political Science, Christian A. Johnson Junior Fellow in Political Philosophy (2001)

Jeffrey Carpenter
B.S., University of Minnesota; M.A., Ph.D., University of Massachusetts
Assistant Professor of Economics (1999)

Jeffrey W. Cason
A.B., Earlham College; M.A., Ph.D., University of Wisconsin
Associate Professor of Political Science (1994)

David Castronuovo
A.B., Yale University; M.S., Indiana University; M.A., M.Phil., Ph.D., Columbia University
Assistant Professor of Italian (1994, 1996)

Carole Cavanaugh
A.B., Temple University; Ph.D., Yale University
Associate Professor of Japanese (1990);

Natasha Chang
A.B., Wellesley College; M.A., University of Wisconsin; Ph.D., Cornell University
Visiting Assistant Professor of Italian (2000)

Jane Chaplin
A.B., Brown University; M.St., Oxford University; M.A., Ph.D., Princeton University
Associate Professor of Classics (1992); on leave

Amy Chavasse
B.F.A., North Carolina School of the Arts; M.F.A., University of Washington
Artist-in-Residence in Dance (2000); part time

Sunhee Choi
B.S., Seoul National University; M.A., Korean Advanced Institute of Science; Ph.D., Princeton University
Professor of Chemistry and Biochemistry (1987); on leave

Robert R. Churchill
B.S., M.S., Northern Illinois University; Ph.D., University of Iowa
Professor of Geography (1978); William R. Kenan, Jr., Professor (1997)

Michael Paul Claudon
A.B., University of California, Berkeley; Ph.D., Johns Hopkins University
Professor of Economics (1970); David K. Smith Professor of Applied Economics (2001)

François Clemmons
B.M., Oberlin College; M.F.A., Carnegie-Mellon University; D.A. (Hon.), Middlebury College
Twilight Artist-in-Residence (1998)

Janine Clookey
B.S., State University of New York, Buffalo; M.S., Brown University
Lecturer in Mathematics (1984); Director of Academic Support (1991);

Robert G. Cluss
A.B., Boston University; Ph.D., Ohio State University
Associate Professor of Chemistry (1986, 1990)

Robert Cohen
A.B., University of California, Berkeley; M.F.A., Columbia University
Associate Professor of English (1997);

Raymond A. Coish
B.S., Memorial University of Newfoundland; Ph.D., University of Western Ontario
Professor of Geology (1979); on leave

David C. Colander
A.B., M.A., M.Phil., Ph.D., Columbia University
Professor of Economics (1982); Christian A. Johnson Professor of Economics (1982);

Marcia L. Collaer
A.B., Bradley University; M.A., University of South Carolina; M.S., University of Arizona; M.A., Ph.D., University of California, Los Angeles
Assistant Professor of Psychology (1996)

Llorenç Comajoan
A.B., Universitat de Barcelona; M.A. (2), Ph.D., Indiana University
Assistant Professor of Spanish (2001)

Walker Connor
A.B., University of Massachusetts; M.A., Ph.D., Georgetown University
Visiting Professor of Political Science and Distinguished Scholar-in-Residence (1998); part time

Carolyn Craven
A.B., Williams College; M.Phil., Ph.D., Yale University
Visiting Assistant Professor of Economics (2000); part time

Parker H. Croft
A.B., Williams College; M.Arch., Harvard University
Visiting Assistant Professor of Architecture (1990); part time

Armelle Crouzières-Ingenthron
D.E.U.G., Licence ès Lettres, Maîtrise ès Lettres, D.E.A., Université Paris-Sorbonne (Paris IV); M.A., Ph.D., Boston College
Assistant Professor of French (1997);

Darién J. Davis
A.B., St. John's College; M.A., University of Notre Dame; Ph.D., Tulane University
Associate Professor of History (1992); on leave

James C. Davis
B.S., Dickinson College; M.Div., Union Theological Seminary; Ph.D., University of Virginia
Assistant Professor of Religion (2001)

Kyoko Hayasaka Davis
A.B., Tsuru University; M.A., St. Michael's College
Lecturer in Japanese (1991)

Sergei Davydov
A.B., Charles University; M.A., Ludwig-Maximillian Universität; Ph.D., Yale University
Professor of Russian (1976-78, 1988)

Lori Del Negro
B.S., Hartwick College; Ph.D., University of Colorado
Visiting Assistant Professor of Chemistry and Biochemistry (2000)

Katherine DeLorenzo
A.B., Goucher College; M.S., Indiana State University
Instructor in Physical Education (2001)

Matthew H. Dick
B.S., University of Alaska; M.S., Western Washington University; Ph.D., Yale University
Assistant Professor of Biology (1995)

Matthew T. Dickerson
A.B., Dartmouth College; M.S., Ph.D., Cornell University
Associate Professor of Mathematics and Computer Science (1989)

Matthew J. Dickinson
A.B., Boston College; M.A., Ph.D., Harvard University
Associate Professor of Political Science (1999)

Stephen Donadio
A.B., Brandeis University; M.A., Université de Paris-Sorbonne; Ph.D., Columbia University
Professor of American Literature and Civilization and Literary Studies (1977); John Hamilton Fulton Professor of Humanities (1998)

David R. Dorman
B. Sc., Hobart College; M.Sc., Ph.D., Brown University
Professor of Mathematics and Computer Science (1984)

Murray P. Dry
A.B., M.A., Ph.D., University of Chicago
Professor of Political Science (1968); Charles A. Dana Professor (1994); on leave

Julie Dumas
B.A., University of Virginia; M.A., University of North Carolina, Chapel Hill
Visiting Instructor in Psychology (2002); part time

Jeffrey S. Dunham
B.S., University of Washington; M.S., Ph.D., Stanford University
Professor of Physics (1983)

David A. Eaton
A.B., Harvard College; M.P.H., University of California, Los Angeles; Ph.D., University of California, Berkeley
Assistant Professor of Sociology and Anthropology (1998)

John C. Elder
A.B., Pomona College; Ph.D., Yale University
Professor of English and Environmental Studies (1973); Philip Battell Stewart and Sarah Frances Cowles Stewart Professor (1995)

Deborah Ellis
B.A., Lawrence University; M.F.A., Northwestern University
Visiting Assistant Professor of Film/Video, part time

John D. Emerson
A.B., University of Rochester; M.S., Ph.D., Cornell University
Professor of Mathematics and Computer Science (1973); Charles A. Dana Professor (2000)

Jule Emerson
A.B., St. Cloud State University; M.F.A., New York University
Artist-in-Residence, with the rank of Assistant Professor of Theatre (1990); on leave fall, winter

Elizabeth Endicott
A.B., Trinity College, CT; M.A., Yale University; M.A., Ph.D., Princeton University
Associate Professor of History (1983, 1995)

Elizabeth Leigh Ennen
A.B., University of North Carolina; Ph.D., McGill University
Assistant Professor of Philosophy (1996);

Isabel Estrada
A.B., Universidad de Sevilla; M.A., University of Michigan; M.Phil., Ph.D., Columbia University
Visiting Assistant Professor of Spanish (2000)

Mark Evancho
A.B., Baldwin-Wallace College; M.F.A., Western Illinois University
Associate Professor of Theatre (1991)

Deborah Marie Evans
A.B., University of Michigan; M.A., University of North Carolina
Visiting Instructor in American Literature and Civilization (1996); part time

Cheryl Faraone
A.B., M.F.A., Catholic University of America; Ph.D., Florida State University
Professor of Theatre and Women's and Gender Studies (1986)

Christopher L. Fastie
A.B., Johns Hopkins University; M.S., University of Vermont; Ph.D., University of Alaska, Fairbanks
Visiting Scholar, Department of Biology (1998)

Dwight Fee
B.S., Virginia Commonwealth University; M.A., University of Essex, UK; Ph.D., University of California, Santa Barbara
Assistant Professor of Sociology and Anthropology (1998); on leave

Amy R. Feely
A.B., Wake Forest University; M.A., University of Virginia
Instructor in History (2001)

Valentin R. Ferdinán
Lic., University de la República; M.A., Ph.D., Stanford University
Assistant Professor of Spanish (1998); on leave

Miguel Fernández
A.B., M.A., Middlebury College; M.A., Ph.D., Johns Hopkins University
Assistant Professor of Spanish (1995)

Carson W. Foote
B.S., Springfield College
Assistant Professor of Physical Education (1977)

Randall T. Ganiban
A.B., Yale University; M.A., Ph.D., Princeton University
Assistant Professor of Classics (1996)

Barbara E. Ganley
A.B., Williams College; M.A., Middlebury College
Lecturer and Tutor-in-Writing (1990)

Marc Garcelon
A.B., University of Washington; M.A., Ph.D., University of California, Berkeley
Assistant Professor of Sociology and Anthropology (1998); on leave

William O. Gardner
A.B., Columbia University; M.A., Ph.D., Stanford University
Visiting Assistant Professor of Japanese (1999)

Concetta M. Gomez
A.B., Ph.D., University of California, Berkeley
Assistant Professor of Mathematics and Computer Science (2000)

Gloria E. González-Zenteno
Lic., Universidad Autonoma de Guadalajara; M.A., Ph.D., State University of New York, Stony Brook
Assistant Professor of Spanish (1996)

Rebecca Kneale Gould
A.B., Harvard and Radcliffe Colleges; M.A., Emory University; Ph.D., A.M., Harvard University
Assistant Professor of Religion (1998); on leave

Noah Graham
A.B., Harvard University; Ph.D., Massachusetts Institute of Technology
Assistant Professor of Physics (2002)

Heidi E. Grasswick
A.B., University of Victoria; M.A., Dalhousie University; Ph.D., University of Minnesota
Assistant Professor of Philosophy (1996)

Arthur St. Leger Grindon
A.B., University of California, Berkeley; M.A., Ph.D., New York University
Professor of Film/Video (1987)

Ann Craig Hanson
A.B., Stanford University; M.Ed., Harvard University; Ph.D., University of California, Los Angeles
Dean of the College (1997); Dean of Student Affairs (1991)

William B. Hart
A.B., Ohio Wesleyan University; M.A., Ph.D., Brown University
Associate Professor of History (1993)

Maria Hatjigeorgiou
B.A., University of Athens (Greece); M.A., Princeton University/University of Athens
Visiting Lecturer in Religion (2002); part time

Michael G. Heinecken
B.S., M.Ed., University of Delaware
Assistant Professor of Physical Education (1973); Special Assistant to the Director of Athletics (2001)

Dana Helmreich
A.B., Franklin and Marshall College; M.S., Ph.D., University of Pittsburgh
Research Scholar, Department of Biology (1999)

Guntram H. Herb
Diplom, Vordiplom, Eberhard-Karls-Universität; Ph.D., University of Wisconsin
Associate Professor of Geography (1993)

Jennifer N. Heuer
A.B., M.A., Ph.D., University of Chicago
Assistant Professor of History (2000)

Robert W. Hill, Jr.
A.B., M.A., Ph.D., Harvard University
Professor of English (1966); Henry Norman Hudson Professor of English (1996); on leave fall, winter

Barbara K. Hofer
A.B., University of South Florida; Ed.M., Harvard University; Ph.D., University of Michigan
Assistant Professor of Psychology (1998); on leave

Jessica Holmes
A.B., Colgate University; M.A., M.Phil., Ph.D., Yale University
Assistant Professor of Economics (2001)

Kirsten Hoving
B.F.A., Ohio Wesleyan University; M.Ed., Lehigh University; M.A., University of Delaware; M. Phil., Ph.D., Columbia University
Professor of History of Art and Architecture (1983)

Timothy T. Huang
B.S., Massachusetts Institute of Technology; Ph.D., University of California, Berkeley
Assistant Professor of Mathematics and Computer Science (1997); on leave fall, winter

John Huddleston
A.B., Yale University; M.F.A., San Francisco State University
Professor of Studio Art (1987)

Brigitte E. Humbert
Licence, Université de Besancon, France; M.A., Ph.D., University of Nebraska
Assistant Professor of French (1995)

Gregg Humphrey
A.B., Middlebury College; M.Ed., University of Vermont
Lecturer in Teacher Education (2000)

John M. Hunisak
A.B., Williams College; M.A., Ph.D., New York University
Professor of History of Art and Architecture (1970);

Jonathan T. Isham
A.B., Harvard College; M.A., Johns Hopkins University; Ph.D. University of Maryland
Assistant Professor of Economics (1999)

Travis B. Jacobs
A.B., Princeton University; M.A., Ph.D., Columbia University
Professor of History (1965); Fletcher Proctor Professor of American History (1992)

Nan Jenks-Jay
A.B., Kent State University; M.E.S., Yale University
Director of Environmental Affairs and Planning; Lecturer (1997)

Augustus E. Jordan
A.B., Emory University; M.Div., Yale University; M.A., Ph.D., University of Notre Dame
Assistant Professor of Psychology (1996)

Jacqueline E. Jung
B.A., University of Michigan; M.A., M.Phil., Columbia University
Visiting Instructor in History of Art & Architecture (2002)

Michael Katz
B.A., Williams College; A.B., M.A., D.Phil., Oxford University
Dean of Language Schools and Schools Abroad; Professor of Russian (1998)

Joshua Kavaler
A.B., Haverford College; Ph.D., University of Pennsylvania
Visiting Assistant Professor of Biology (1999)

Christian M. Keathley
B.A., M.A., University of Florida; M.F.A., School of the Art Institute of Chicago; Ph.D., University of Iowa
Assistant Professor in Theatre, Dance, Film/Video (2002)

John P. Keenan
A.B., Charles Borromeo Seminary; M.A., University of Pennsylvania; Ph.D., University of Wisconsin
Professor of Religion (1986); on leave

Christopher J. McGrory Klyza
B.S., Cornell University; M.S., Duke University; Ph.D., University of Minnesota
Professor of Political Science and Environmental Studies (1990)

Anne K. Knowles
B.A., Duke University; M.S., Ph.D., University of Wisconsin, Madison
Assistant Professor of Geography (2002)

Edward C. Knox
A.B., Wesleyan University; Ph.D., Yale University
Professor of French (1969); College Professor (1998); on leave fall, winter

Huguette Knox
M.A., Université d'Aix-en-Provence
Lecturer in French (1977); teaching spring

Kathryn Kramer
A.B., Marlboro College; M.A., Johns Hopkins University
Visiting Assistant Professor of English (1997)

Michael Kraus
A.B., University of Colorado; M.A., Ph.D., Princeton University
Professor of Political Science (1980); Frederick C. Dirks Professor of Political Science (1999);

Madeleine Kunin
B.S., University of Massachusetts, Amherst; M.S., Columbia University; M.A., University of Vermont
Bicentennial Scholar-in-Residence (1999)

Bethany Ladimer
A.B., Barnard College; M.A., Ph.D., Columbia University
Professor of French (1978-81, 1986)

Adela Marie Langrock
A.B., University of Chicago
Visiting Instructor in Psychology (2001)

Judith A. Layzer
A.B., University of Michigan; Ph.D., Massachusetts Institute of Technology
Assistant Professor of Political Science (1998); on leave

Russell J. Leng
A.B., Middlebury College; Ph.D., American University
Professor of Political Science (1966); James Jermain Professor of Political Economy and International Law (1997); on leave fall, winter

Karl L. Lindholm
A.B., Middlebury College; M.A., Ph.D., Case Western Reserve University
Assistant Professor of American Literature and Civilization (1981); Dean of Advising (1996)

Andrea H. Lloyd
A.B., Dartmouth College; M.S., University of Alaska; Ph.D., University of Arizona
Assistant Professor of Biology (1996)

Antonia Losano
A.B., Boston University; M.A., University of North Carolina, Chapel Hill; Ph.D., Cornell University
Assistant Professor of English (1999)

David A.J. Macey
A.B., Brooklyn College; M.A., M.Phil., Ph.D., Columbia University
Professor of History (1978); Director of Off-Campus Study (1995); Cornelius V. Starr Professor of Russian and East European Studies (1993)

Douglas Mandigo
A.B., Middlebury College; M.Ed., Boston College
Instructor in Physical Education (2001)

William E. Mandigo
A.B., Wesleyan University
Assistant Professor of Physical Education (1988)

Patricia Manley
B.S., Kent State University; M.A., M.Phil., Ph.D., Columbia University
Associate Professor of Geology (1989)

Thomas Manley
B.S., Kent State University; M.A., M.Phil., Ph.D., Columbia University
Visiting Assistant Professor of Geology (1989); Director, Lake Champlain Research Consortium (1997)

Gary F. Margolis
A.B., Middlebury College; Ph.D., State University of New York, Buffalo
Director of the Counseling and Human Relations Center (1972); Associate Professor of English (1983)

Robert P. Martin
B.S., M.S., Central Connecticut State University; M.A., Ph.D., University of Maryland
Professor of Mathematics and Computer Science (1976)

Ana Martínez-Lage
Licenciatura, Universidad de Navarra, Spain; Licence de Lettres, Université des Sciences Humaines, France; Ph.D., Pennsylvania State University
Assistant Professor of Spanish (1996)

Peter H. Matthews
A.B., McGill University; M.A., Queen's University; Ph.D., Yale University
Assistant Professor of Economics (1995)

Bettina Matthias
M.A., Universtät Hamburg; Ph.D., University of Washington
Assistant Professor of German (1999)

Tamar Mayer
A.B., University of Haifa; M.S., Ph.D., University of Wisconsin
Professor of Geography (1985);

Michelle McCauley
A.B., University of Iowa; M.S., Ph.D., Florida International University
Assistant Professor of Psychology (1995)

Heather McCollum
A.B., Brown University; M.A., Middlebury College; Ed.D., Harvard Graduate School of Education
Lecturer in Teacher Education (2000)

Marianna McShane
A.B., M.Ed., University of Vermont
Director, Health and Wellness Education (1990); Lecturer in Psychology (1998)

John P. McWilliams, Jr.
A.B., Princeton University; M.A., Ph.D., Harvard University
Professor of American Literature and Civilization (1977); Julian W. Abernethy Professor of American Literature (1988)

Claudio Medeiros
A.B., Middlebury College; M.A., University of California, Berkeley
Visiting Instructor in Theatre, Dance, Film/Video (1998)

Brett C. Millier
A.B., Yale University; Ph.D., Stanford University
Professor of American Literature and Civilization (1986); Reginald L. Cook Professor of American Literature (1997);

Donald Mitchell
A.B., Swarthmore College
Lecturer in English and Theatre (1986);

Jason Mittell
B.A., Oberlin College; M.A., Ph.D., University of Wisconsin, Madison
Assistant Professor of American Civilization and Film/Video (2002)

Paul Monod
A.B., Princeton University; M.A., M.Phil., Ph.D., Yale University
Professor of History (1984)

Stacy K. Moore
A.B., New College of the University of South Florida; M.A., Ph.D., Cornell University
Visiting Assistant Professor of Music (2000)

Thomas E. Moran
A.B., Syracuse University; M.A., Ph.D., Cornell University
Associate Professor of Chinese (1994)

Elizabeth A. Morrison
A.B., Amherst College; M.A., Stanford University
Instructor in Religion (2002)

Kathryn T. Morse
A.B., Yale University; M.A., Utah State University; Ph.D., University of Washington
Assistant Professor of History (1997);

Kevin M. Moss
A.B., Amherst College; M.A., Ph.D., Cornell University
Professor of Russian (1983, 1985);

Jeffrey S. Munroe
A.B., Bowdoin College; M.S. University of Wisconsin, Madison
Visiting Assistant Professor of Geology (2001)

Kamakshi P. Murti
A.B., University of Calcutta; Ph.D., University of Illinois
Professor of German (2000)

A. David Napier
B.Phil., University of Louvain; M.Litt., D.Phil., Oxford University
Professor of Art and Anthropology (1981, 1984)

Elizabeth Napier
A.B., Kalamazoo College; M.A., Ph.D., University of Virginia
Professor of English (1978)

William R. Nash
A.B., Centre College of Kentucky; M.A., Ph.D., University of North Carolina
Assistant Professor of American Literature and Civilization (1995)

Eric G. Nelson
A.B., University of Illinois; M.A., M.F.A., University of Iowa
Professor of Studio Art (1978)

Margaret K. Nelson
A.B., Swarthmore College; Ph.D., Columbia University
Professor of Sociology and Women's and Gender Studies (1975); A. Barton Hepburn Women's Professor (1997)

Paul E. Nelson
A.B., Augustana College; M.A., Ph.D., University of Chicago
Professor of Political Science (1963); George Nye and Anne Walker Boardman Professor of Mental and Moral Science (1990);

Peter B. Nelson
A.B., Dartmouth College; M.A., Ph.D., University of Washington
Assistant Professor of Geography (1999)

Michael R. Newbury
A.B., Wesleyan University; M.A., Ph.D., Yale University
Associate Professor of American Literature and Civilization (1993); on leave

Theodore Nunez
A.B., Wake Forest University; Ph.D., The Catholic University of America
Visiting Assistant Professor of Religion (2002)

Charles A. Nunley
A.B., Middlebury College; Ph.D., Princeton University
Associate Professor of French (1988-89, 1991)

Nancy M. O'Connor
A.B., Swarthmore College; Ph.D., Cornell University
Professor of French (1977); Lois Watson Professor of French (1998)

Nobuo Ogawa
A.B., Keio University; M.A., University of British Columbia; Ph.D., University of Pennsylvania
Professor of Japanese (1988); on leave

Michael Olinick
A.B., University of Michigan; M.A., Ph.D., University of Wisconsin
Professor of Mathematics and Computer Science (1970); John C. Baldwin Professor of Mathematics and Natural Philosophy (1997); on leave winter, spring

Andrea Olsen
A.B., Millikin University; M.F.A., University of Utah
Professor of Dance (1982); on leave

Bob Osborne
B.S., University of Tennessee; Ph.D., McMaster University
Professor of Psychology (1979);

Ellen D. Oxfeld
A.B., Williams College; M.A., Ph.D., Harvard University
Professor of Sociology and Anthropology (1985)

Scott Pardee
A.B., Dartmouth College; Ph.D., Massachusetts Institute of Technology
Alan R. Holmes Visiting Professor of Monetary Economics (2000); on leave fall, winter

David B. Parfitt
B.S., University of Pittsburgh; M.S., Ph.D., University of Michigan
Assistant Professor of Biology (1999)

Jay Parini
A.B., Litt.D., Lafayette College; B.Phil., Ph.D., University of St. Andrews
Professor of English (1982); Donald Everett Axinn Professor of Creative Writing (1994)

Noreen Pecsok
A.B., Virginia Polytechnic Institute
Assistant Professor of Physical Education (1998)

Steven R. Pecsok
B.S., Purdue University; M.S., Ph.D., Virginia Polytechnical Institute
Visiting Assistant Professor of Economics (2001); teaching spring

Robert J. Pekkanen
A.B., University of Tennessee; M.A., Harvard University
Instructor in Political Science, Luce Junior Fellow in Asian Studies (2001)

Saadia Pekkanen
A.B., Richmond College, UK; M.I.A., Columbia University; Ph.D., Harvard University
Assistant Professor of Political Science (1998)

Edward S. (Ted) Perry
A.B., Baylor University; M.A., Ph.D., University of Iowa
Professor of Theatre and Art (1978); Fletcher Professor of the Arts (1997)

Bruce B. Peterson
A.B., Middlebury College; M.A., Ph.D., Syracuse University
Professor of Mathematics and Computer Science (1962); College Professor (1989); Dana Professor (1982, 1997)

William P. Peterson
A.B., Dartmouth College; M.S., Ph.D., Stanford University
Professor of Mathematics and Computer Science (1989)

Jennifer Post
A.B., Beloit College; M.L.S., Simmons College; M.A., Ph.D., University of Minnesota
Assistant Professor of Music, Faculty Curator of the Ethnomusicology Archives (1999)

Robert E. Prasch
A.B., University of Colorado, Boulder; M.A., University of Denver; Ph.D., University of California, Berkeley
Assistant Professor of Economics (2000)

David Price
A.B., Amherst College; M.A., Ph.D., Princeton University
Professor of English (1970);

Robert Prigo
A.B., M.A., Ph.D., University of California, Santa Barbara
Professor of Physics (1980); Director of Teacher Education (2000)

William H. Pyle
A.B., Harvard University; M.A., Indiana University; Ph.D., Duke University
Assistant Professor of Economics (1999)

Erin C. Quinn
A.B., Middlebury College; M.A.T., Tufts University
Assistant Professor of Physical Education (1990)

James R. Ralph, Jr.
A.B., Middlebury College; M.A., Ph.D., Harvard University
Associate Professor of History (1989)

Sunder Ramaswamy
A.B., St. Stephen's College; M.A., Delhi School of Economics, University of Delhi; M.S., Ph.D., Purdue University
Professor of Economics (1990), Frederick C. Dirks Professor of Economics (2002)

Stephen J. Ratcliff
B.S., Case Western Reserve University; Ph.D., Princeton University
Professor of Physics (1985)

Carrie Reed
A.B., University of Illinois; M.A., Ph.D., University of Washington
Assistant Professor of Chinese (1995)

Russell L. Reilly
A.B., Bates College; M.Ed., Boston University
Professor of Physical Education (1977); Director of Athletics (1997)

Marc Riess
A.B., State University of New York, Stony Brook; M.A., Ph.D., University of Florida
Professor of Psychology (1978)

Carol E. Rifelj
A.B., M.A., Ph.D., University of Wisconsin
Professor of French (1972); Jean Thomson Fulton Professor of Modern Languages and Literature (1993)

Robert Ritter
A.B., Middlebury College
Assistant Professor of Physical Education (1995)

E. Burke Rochford, Jr.
A.B., California State University, San Bernardino; M.A., Ph.D., University of California, Los Angeles
Professor of Sociology and Religion (1986)

Donna M. Rogers
A.B., University of Waterloo; M.A., University of Western Ontario; Ph.D., University of Toronto
Associate Professor of Spanish (1998)

Richard V. Romagnoli
A.B., Iona College; M.A., Catholic University of America; Ph.D., Florida State University
Professor of Theatre (1986);

Thomas M. Root
B.S., University of Detroit; M.S., Ph.D., University of Wyoming
Professor of Biology (1979)

David A. Rosenberg
B.S., University of Pennsylvania; M.P.A., Ph.D., Cornell University
Professor of Political Science (1972)

Patricia Ross-Tran
B.S., University of New Hampshire
Assistant Professor of Physical Education (1987)

Peter C. Ryan
A.B., Dartmouth College; M.S., University of Montana; Ph.D., Dartmouth College
Assistant Professor of Geology (1998);

Patricia Saldarriaga
A.B., University of Illinois, Chicago; M.A., Ludwig Maximilian University; Ph.D., University of Washington
Assistant Professor of Spanish (1999)

Theodore Sasson
A.B., Brandeis University; Ph.D., Boston College
Associate Professor of Sociology and Anthropology (1993)

Richard H. Saunders
A.B., Bowdoin College; M.A., University of Delaware; M.Phil., Ph.D., Yale University
College Curator and Director of the Museum of Art, with rank of Associate Professor (1985)

David J.F. Saward
B.Ed., University of London; M.Ed., Springfield College
Assistant Professor of Physical Education (1985)

Daniel Scharstein
M.S., Vordiplom, Universität Karlsruhe; Ph.D., Cornell University
Assistant Professor of Mathematics and Computer Science (1997);

Peter B. Schmitz
M.F.A., Smith College
Visiting Assistant Professor of Dance (1995)

Peter Schumer
B.S., M.S., Rensselaer Polytechnic Institute; Ph.D., University of Maryland
Professor of Mathematics and Computer Science (1983)

Paula Schwartz
A.B., Duke University; M.A., Columbia University; Ph.D., New York University
Associate Professor of French (1989)

Pavlos Sfyroeras
A.B., University of Athens; M.A., Ph.D., Princeton University
Assistant Professor of Classics (1998)

Sallie P. Sheldon
A.B., M.A., State University of New York, Buffalo; Ph.D., University of Minnesota
Professor of Biology (1985);

Michael Sheridan
A.B., Harvard University
Visiting Assistant Professor of Sociology and Anthropology (2001)

Yumna Siddiqi
A.B., Brandeis University; M.A., M.Phil., Ph.D., Columbia University
Assistant Professor of English (2001)

Kathleen Skubikowski
A.B., University of Colorado; M.A., Ph.D., Indiana University
Assistant Dean for Instruction (2002), Assistant Professor of English (1983, 1984)

Ugo Skubikowski
A.B., George Washington University; M.A., University of Colorado; Ph.D., Indiana University
Professor of Italian (1981)

Gail D. Smith
B.S., State University of New York, New Paltz; M.Ed., University of Vermont
Assistant Professor of Physical Education (1986);
Assistant Director of Athletics (1987)

Mark D. Smith
A.B., University of Vermont
Assistant Professor of Physical Education (1994)

Robert L. Smith
A.B., University of Delaware; M.A., University of Maine
Assistant Professor of Physical Education (1979)

Tatiana E. Smorodinska
M.A., Moscow State University; Ph.D., Ohio State University
Assistant Professor of Russian (1998); on leave

Peter G. Solomon
B.S., North Carolina State University; M. A., University of Connecticut
Assistant Professor of Physical Education (1997)

Paul M. Sommers
A.B., University of California, Santa Cruz; M.A., University of Michigan; Ph.D., University of California, San Diego
Professor of Economics (1976);

Stephen F. Sontum
A.B., Southern Lutheran College; Ph.D., University of California, Davis
Professor of Chemistry and Biochemistry (1983)

Grace H. Spatafora
B.S., Duke University; M.S., University of Richmond; Ph.D., St. Louis University
Associate Professor of Biology (1992); on leave

Douglas C. Sprigg
A.B., M.A., Ph.D., University of Michigan
Professor of Theatre (1975)

Allison K. Stanger
B.S., Ball State University; Graduate Diploma, London School of Economics; M.A., Ph.D., Harvard University
Associate Professor of Political Science (1991); Director of the Geonomics Center for International Studies (1999)

David M. Stoll
A.B., University of Michigan; M.A., Ph.D., Stanford University
Assistant Professor of Sociology and Anthropology (1997); on leave

F. William Sunderman
B.S., Emory University; M.D., Thomas Jefferson University
Visiting Scholar, Department of Chemistry (1998)

Frank Swenton
B.S., Ohio State University; Ph.D., Princeton University
Assistant Professor of Mathematics and Computer Science (2000)

Su Lian Tan
A.B., Bennington College; M.M., Juilliard School; M.F.A., Ph.D., Princeton University
Associate Professor of Music (1992)

Svetlana Titkova
M.A. Moscow State University
Visiting Instructor in Russian (2001)

Stephen C. Trombulak
A.B., University of California, Los Angeles; Ph.D., University of Washington
Professor of Biology and Environmental Studies (1985); Albert D. Mead Professor of Biology (1997)

Jacob A. Tropp
A.B., Haverford College
Instructor in History (1999); Spencer Fellow in African Studies (1999)

M. Thomas Van Order
A.B., M.A., Ph.D., Rutgers University
Visiting Assistant Professor of Italian (1997)

Roberto A. Véguez
B.S., Columbia University; M.A., Ph.D., University of Wisconsin
Professor of Spanish (1972), William R. Kenan, Jr. Professor (2002)

Carlos Javier Vélez-Blasini
A.B., Catholic University of Puerto Rico, Ponce; M.A., Ph.D., University of Vermont
Associate Professor of Psychology (1993)

Gregory J. Vitercik
A.B., Columbia University; M.A., Ph.D., State University of New York, Stony Brook
Associate Professor of Music (1986)

William S. Waldron
A.B., Ph.D., University of Wisconsin
Assistant Professor of Religion (1996);

Youhui Wang
A.B., Nanjing Teachers' Universityz
Visiting Lecturer in Chinese (2000); part time

Thierry Warin
M.Sc., Paris IX Dauphine University; M.A., Aix-Marseille University; Ph.D., ESSEC Business School
Assistant Professor of Economics (2001)

Neil Waters
A.B., Pacific Lutheran University; M.A., Washington State University; Ph.D., University of Hawaii
Professor of History (1990); Kawashima Professor of Japanese Studies (1990)

Susan K. Watson
A.B., University of California, Berkeley; Ph.D., Cornell University
Assistant Professor of Physics (1996)

Christopher D. Watters
B.S., University of Notre Dame; M.A., Ph.D., Princeton University
Professor of Biology (1968); Irene Heinz and John LaPorte Given Professor in Pre-Medical Sciences (1983)

Marion A. Wells
A.B., Jesus College, Oxford University; M. Phil., Ph.D., Yale University
Assistant Professor of English (1997)

David P. West
B.S., Appalachian State University; M.S., Ph.D., University of Maine, Orono
Assistant Professor of Geology (2001)

James West
A.B., M.A., Ph.D., Princeton University
Professor of Humanities (1995)

Mark Williams
A.B., University of Michigan; Ph.D., Harvard University
Associate Professor of Political Science (1994)

Christopher Kent Wilson
A.B., Illinois Wesleyan University; M.A.R., Yale Divinity School; M.A., M.Phil., Ph.D., Yale University
Professor of Humanities (1979)

P. Frank Winkler, Jr.
B.S., California Institute of Technology; M.S., Ph.D., Harvard University
Professor of Physics (1969); Gamaliel Painter Bicentennial Professor (1997); on leave winter, spring

Marc S. Witkin
A.B., Harvard University; M.A., Ph.D., University of Chicago
Associate Professor of Classics (1988)

Richard Wolfson
A.B., Swarthmore College; M.S., University of Michigan; Ph.D., Dartmouth College
Professor of Physics (1976)

Martha K. Woodruff
A.B., Haverford College; M.Phil., Ph.D., Yale University
Assistant Professor of Philosophy (1999)

Catharine Wright
A.B., Middlebury College; M.F.A., University of Michigan
Visiting Lecturer, Tutor-in-Writing (1998); Posse Mentor (2001)

Phanindra V. Wunnava
B. Commerce, M. Commerce, Andhra University; M.A., D.A., University of Miami; Ph.D., State University of New York, Binghamton
Professor of Economics (1985)

Don J. Wyatt
A.B., Beloit College; M.A., Ph.D., Harvard University
Professor of History (1986)

Weihe Xu
A.B., Nanjing Normal University; M.A., Washington University; Ph.D., Washington University
Assistant Professor of Chinese (2000)

O. Larry Yarbrough
A.B., Birmingham-Southern College; A.B., M.A., Cambridge University; M.Div., Candler School of Theology, Emory University; M.Phil., Ph.D., Yale University
Professor of Religion (1983); Pardon Tillinghast Chair in History, Philosophy, and Religion (2000)

Dana Yeaton
A.B., Middlebury College
Visiting Lecturer in Theatre (1998); teaching fall, winter

Helen J. Young
A.B., Washington University; Ph.D., State University of New York, Stony Brook
Assistant Professor of Biology (1998)

Clara Yu
A.B., National Taiwan University; M.A., Ph.D., University of Illinois
Professor of Chinese (1987); Cornelius V. Starr Professor of Linguistics and Language (1996)

Patricia Zupan
A.B., Duquesne University; M.A., Ph.D., Indiana University
Professor of Italian (1982)

ASSISTANTS IN INSTRUCTION

Vickie Backus
A.B., McMaster University; M.S., Brock University; Ph.D., University of Vermont
Associate in Science Instruction in Biology (1991, 1994)

Susan DeSimone
A.B., M.A., Smith College; Ph.D., Brandeis University
Associate in Science Instruction in Biology (2000)

Harry T.L. Ernevad
B.S. Chem. Eng., Gotesborg Tekniska Inst., Gotesborg Universitet, Sweden
Associate in Science Instruction in Chemistry (1977)

Kathleen J. Jewett
B.S., Michigan State University
Associate in Science Instruction in Chemistry (1989)

R. Matthew Landis
B.S., Ursinus College; Ph.D. Dartmouth College
Associate in Science Instruction (2001)

David Mazzucchi
B.S., University of Calgary; M.S., Queen's University
Assistant in Science Instruction in Geography and Geology (2001)

Edward C. Navarre
A.B., Western Maryland College; Ph.D., University of Vermont
Associate in Science Instruction (2001)

Amy L. Seidl
A.B., Hampshire College; M.S., Colorado State University; Ph.D., University of Vermont
Associate in Science Instruction in Environmental Studies (2002)

Jameson Tweedie
A.B., Middlebury College
Assistant in Science Instruction in Geography (2001)

EMERITI

David H. Andrews
A.B., M.A., Ph.D.
Professor Emeritus of Anthropology (1968); Emeritus (1995)

James Isbell Armstrong
A.B., Ph.D., LL.D., Litt.D., L.H.D.
President Emeritus and Professor Emeritus of Classics (1963); Emeritus (1975)

Alexandra Baker
A.B., M.A.
Lecturer Emerita of Russian (1967); Emerita (2000)

Donald Henry Ballou
A.B., Ph.D.
Charles A. Dana Professor Emeritus of Mathematics (1942); Emeritus (1973)

Simon Barenbaum
Ph.D.
George Adams Ellis Professor Emeritus of French (1970); Emeritus (1991)

Horace P. Beck
A.B., Ph.D.
Professor Emeritus of Folklore (1956); Emeritus (1983)

Ronald R. Bielli
B.S., M.A.
Professor Emeritus of Mathematics (1956); Emeritus (1984)

Walter E. Brooker
A.B., Ed.D.
Vice President Emeritus (1956); Emeritus (1982)

David A. Bumbeck
B.F.A., M.F.A.
Professor Emeritus of Studio Art (1968); Emeritus (2002)

William B. Catton
A.B., M.A., Ph.D.
Historian-in-Residence Emeritus (1964); Emeritus (1984)

John H. Clagett
B.S., Ph.D.
Professor Emeritus of English (1955); Emeritus (1978)

Nicholas R. Clifford
A.B., M.A., Ph.D.
College Professor Emeritus of History (1966); Emeritus (1993)

Richard Cornwall
A.B., Ph.D.
Professor Emeritus of Economics (1978); Emeritus (2000)

John V. Craven
A.B., M.A., Ph.D.
Professor Emeritus of Economics (1956); Emeritus (1983)

Paul M. Cubeta
A.B., Ph.D.
College Professor Emeritus of Humanities (1952); Emeritus (1989)

Albert H. Ewell, Jr.
A.B., Ph.D.
Professor Emeritus of Psychology (1952); Emeritus (1993)

Emory M. Fanning
B.M., M.M., Mus.A.D.,
Professor Emeritus of Music (1967); Fletcher Professor Emeritus in the Arts (1985); Emeritus (1997)

Robert L. Ferm
A.B., B.D., Ph.D.
Professor Emeritus of Religion (1964-65, 1969); Pardon Tillinghast Professor Emeritus of History, Philosophy, and Religion (1987); Emeritus (2000)

David W. Ginevan
B.S., M. Ed., M.B.A.
Treasurer Emeritus (2001)

Robert W. Gleason
A.B., Ph.D.
Professor Emeritus of Chemistry (1960); Emeritus (1994)

Joan Towne Greiner
B.S., M.S.
Professor Emerita of Physical Education (1960); Emerita (1989)

Rudolf K. Haerle, Jr.
A.B., M.A., Ph.D.
Professor Emeritus of Sociology (1962-66, 1967); Emeritus (1993)

Grant H. Harnest
A.B., Ph.D.
Irene Heinz and John LaPorte Given Professor Emeritus in Pre-Medical Sciences (1975); Professor Emeritus of Chemistry (1943); Emeritus (1982)

William Harris
A.B., Ph.D.
Professor Emeritus of Classics (1956); Emeritus (1988)

Ursula Heibges
A.B., M.A., Ph.D.
Associate Professor Emerita of Classics (1961); Emerita (1990)

Thomas Huber
M.A., M.A., Ph.D.
Professor Emeritus of German (1966); Emeritus (1999)

Constance Kenna
A.B., M.A.
Lecturer Emerita of German (1971, 1973); Emerita (2001)

Marjorie E. Lamberti
A.B., M.A., Ph.D.
Professor Emerita of History (1964); Charles A. Dana Professor Emerita(1984); Emerita (2002)

G. Thomas Lawson
B.S.
Professor Emeritus of Physical Education (1969); Emeritus (1999)

Mary E. Lick
A.B., M.S.
Professor Emerita of Physical Education (1956); Director Emerita of Physical Education (1947); Emerita (1987)

David J. Littlefield
A.B., M.A., Ph.D.
Professor Emeritus of English (1953-56, 1959); Philip Battell Stewart and Sarah Frances Cowles Stewart Professor Emeritus (1974); Emeritus (1995)

Edward A. Martin
A.B., M.A., Ph.D.,
Professor of English (1961), Emeritus (1996)

Duncan J. McDonald
B.S., M.A.
Professor Emeritus of Biology (1967); Emeritus (1985)

Hiroshi Miyaji
A.B., M.A., Ph.D.
Professor Emeritus of Philosophy (1980); Cornelius V. Starr Professor Emeritus in Linguistics and Language (1987); Emeritus (1996)

Walter A. Moyer, Jr.
B.S., Ph.D.
Professor Emeritus of Chemistry (1951); Associate Dean Emeritus of Sciences (1981); Emeritus (1985)

Howard McCoy Munford
B.S., Ph.D.
Charles A. Dana Professor Emeritus of American Literature (1941); Emeritus (1977)

Fred Neuberger
A.B.
Dean of Admissions Emeritus (1950, 1985); Emeritus (1992)

Victor L. Nuovo
A.B., B.D., Ph.D.
Charles A. Dana Professor Emeritus of Philosophy (1962); Emeritus (1994)

Robert Pack
A.B., M.A.
Professor Emeritus of English (1964); College Professor Emeritus of English (1992); Emeritus (1998)

Gordon C. Perine
A.B.
Senior Development Officer, Emeritus (1998)

Henry B. Prickitt
A.B., Ph.D.
Henry Norman Hudson Professor Emeritus of English (1948); Emeritus (1989)

David L. Prouty
A.B., Ph.D.
Professor Emeritus of Psychology (1959); Emeritus (1990)

Carroll Rikert, Jr.
A.B., M.B.A., C.P.A., LL.D.
Treasurer Emeritus (1952); Emeritus (1983)

E. Kirk Roberts
A.B., Ph.D.
Professor Emeritus of Chemistry (1952); Emeritus (1983)

Olin C. Robison
A.B., D.Phil., LL.D., L.H.D.
President Emeritus (1975); Emeritus (1991); College Professor Emeritus of Political Science (1975); Emeritus (1995)

Steven C. Rockefeller
A.B., B.D., Ph.D.
Professor Emeritus of Religion (1971); Emeritus (1998)

Ronald E. Rucker
A.B., M.A., M.L.S.
College Librarian Emeritus (1976); Emeritus (2001)

Charles P. Scott
A.B., B.D.
Professor Emeritus of Religion (1951); Emeritus (1990)

David K. Smith
A.B., Ph.D.
Alumni Professor Emeritus of Economics (1950); Emeritus (1988)

M. Kimberly Sparks
A.B., Ph.D.
Professor Emeritus of German (1966); Charles A. Dana Professor Emeritus (1970); Emeritus (1993)

John Spencer
A.B., M.A., Ph.D., Litt.D.
Professor Emeritus of History (1974); African Studies Professor Emeritus (1990); Emeritus (1998)

Pardon E. Tillinghast
A.B., Ph.D.
Professor Emeritus of History (1947); Emeritus (1990)

George B. Todd
A.B., M.B.A., M.F.A.
Professor Emeritus of Music (1965); Christian A. Johnson Professor Emeritus of Music (1984); Emeritus (1997)

Van Horn Vail
A.B., M.A., Ph.D.
Professor Emeritus of German (1966); Emeritus (1997)

John Wilders
A.B., M.A., Ph.D.
John Hamilton Fulton Professor of the Humanities (1987); Emeritus (1998)

MIDDLEBURY COLLEGE CALENDAR
2002-2003

SEPTEMBER 2002

1	Sunday	Fall orientation begins Alumni College ends
7-8	Sat.-Sun.	Rosh Hashanah**
8	Sunday	Convocation
9	Monday	Fall Term classes begin (8:00 A.M.)
13-15	Fri.-Sun.	Alumni Leadership Conference
16	Monday	Yom Kippur**
20-21	Fri.-Sat.	Clifford Symposium
27-29	Fri.-Sun.	Fall Family Weekend I

OCTOBER 2002

4-6	Fri.-Sun.	Fall Family Weekend II
18-20	Fri.-Sun.	Homecoming
24-25	Thurs.-Fri.	Mid-term recess*
28	Monday	Classes resume (8:00 A.M.)

NOVEMBER 2002

7	Thursday	Academic Forum Night
26	Tuesday	Thanksgiving recess begins (4:15 P.M.)

DECEMBER 2002

2	Monday	Classes resume (8:00 A.M.)
6	Friday	Fall Term classes end (4:15 P.M.) Eid al-Fitr**
9	Monday	Examination period begins
10	Tuesday	Final examinations begin
17	Tuesday	Examination period ends; Recess begins

JANUARY 2003

6	Monday	Winter Term begins (8:00 A.M.)
31	Friday	Winter Term ends (4:15 P.M.); Recess begins

FEBRUARY 2003

1	Saturday	Celebration for mid-year graduates
5	Wednesday	Spring orientation week begins
10	Monday	Spring Term classes begin (8:00 A.M.)
12	Wednesday	Eid al-Adha**
20	Thursday	Winter Carnival recess begins (4:15 P.M.)
21-22	Fri.-Sat.	Winter Carnival
24	Monday	Classes resume (8:00 A.M.)

MARCH 2003

21	Friday	Spring recess begins (4:15 P.M.)
31	Monday	Classes resume (8:00 A.M.)

APRIL 2003

17	Thursday	First Day of Passover**
18	Friday	Good Friday
20	Sunday	Easter Sunday

MAY 2003

9	Friday	Spring Term classes end (4:15 P.M.)
12	Monday	Examination period begins
13	Tuesday	Final examinations begin
20	Tuesday	Examination period ends
24	Saturday	Baccalaureate
25	Sunday	Commencement

JUNE 2003

6-8	Fri.-Sun.	Reunion 2003
13	Friday	Language Schools' nine-week session begins
24	Tuesday	Bread Loaf School of English in Vermont begins
27	Friday	Language Schools' seven-week session begins
30	Monday	Language Schools' six-week session begins Bread Loaf School of English at Oxford begins

AUGUST 2003

9	Saturday	Commencement, Bread Loaf School of English in Vermont Commencement, Bread Loaf School of English at Oxford LOT-PEP (Pre-enrollment) begins
13	Wednesday	Bread Loaf Writers' Conference begins
15	Friday	Commencement, Language Schools
24	Sunday	Bread Loaf Writers' Conference ends
27	Wednesday	Alumni College begins
29	Friday	LOT-PEP (Pre-enrollment) ends
31	Sunday	Alumni College ends

(Exams Scheduled Tuesday, Thursday, Saturday, Monday, and Tuesday)

*Wednesday class schedule observed on Monday, October 21.
*Thursday class schedule observed on Tuesday, October 22.
*Friday class schedule observed on Wednesday, October 23.

**These religious holidays begin at sundown of the preceding day.

Middlebury College Calendar
2003-2004

September 2003

1	Monday	Fall orientation begins
7	Sunday	Convocation
8	Monday	Fall Term classes begin (8:00 A.M.)
12-14	Fri.-Sun.	Alumni Leadership Conference
19-20	Fri.-Sat.	Clifford Symposium
27-28	Sat.-Sun.	Rosh Hashanah**

October 2003

6	Monday	Yom Kippur**
10-12	Fri.-Sun.	Fall Family Weekend I
16-17	Thurs.-Fri.	Mid-term recess*
20	Monday	Classes resume (8:00 A.M.)
24-26	Fri.-Sun.	Homecoming
31	Fri.	Fall Family Weekend II

November 2003

1-2	Sat.-Sun.	Fall Family Weekend II
6	Thursday	Academic Forum Night
25	Tuesday	Thanksgiving recess begins (4:15 P.M.)
26	Wednesday	Eid al-Fitr**

December 2003

1	Monday	Classes resume (8:00 A.M.)
5	Friday	Fall Term classes end (4:15 P.M.)
8	Monday	Examination period begins
9	Tuesday	Final examinations begin
16	Tuesday	Examination period ends; Recess begins

January 2004

5	Monday	Winter Term begins (8:00 A.M.)
30	Friday	Winter Term ends (4:15 P.M.); Recess begins
31	Saturday	Celebration for mid-year graduates

February 2004

2	Monday	Eid al-Adha**
4	Wednesday	Spring orientation week begins
9	Monday	Spring Term classes begin (8:00 A.M.)
26	Thursday	Winter Carnival recess begins (4:15 P.M.)
27-28	Fri.-Sat.	Winter Carnival

March 2004

1	Monday	Classes resume (8:00 A.M.)
19	Friday	Spring recess begins (4:15 P.M.)
29	Monday	Classes resume (8:00 A.M.)

April 2004

6	Tuesday	First Day of Passover**
9	Friday	Good Friday
11	Sunday	Easter Sunday

May 2004

7	Friday	Spring Term classes end (4:15 P.M.)
10	Monday	Examination period begins
11	Tuesday	Final examinations begin
18	Tuesday	Examination period ends
22	Saturday	Baccalaureate
23	Sunday	Commencement

June 2004

4-6	Fri.-Sun.	Reunion 2004
11	Friday	Language Schools' nine-week session begins
22	Tuesday	Bread Loaf School of English in Vermont begins
25	Friday	Language Schools' seven-week session begins
28	Monday	Language Schools' six-week session begins Bread Loaf School of English at Oxford begins

August 2004

7	Saturday	Commencement, Bread Loaf School of English at Oxford Commencement, Bread Loaf School of English in Vermont
11	Wednesday	Bread Loaf Writers' Conference begins
13	Friday	Commencement, Language Schools
14	Saturday	LOT-PEP (Pre-enrollment) begins
22	Sunday	Bread Loaf Writers' Conference ends

(Exams Scheduled Tuesday, Thursday, Saturday, Monday, and Tuesday)

*Wednesday class schedule observed on Monday, October 13.
*Thursday class schedule observed on Tuesday, October 14.
*Friday class schedule observed on Wednesday, October 15.

**These religious holidays begin at sundown of the preceding day.

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COMMUNICATIONS

Middlebury College	**Campus Operator**	**(802) 443-5000**
For information about	*Contact*	*Telephone Number*
Admissions	Director of Admissions, Emma Willard House	443-3000
Alumni, Parent Relations	Director of Alumni and Parent Programs, Meeker House	443-5187
Athletics	Director of Athletics, Memorial Field House	443-5253
Bills	Bursar, Service Building	443-5682
Bread Loaf School of English	Administrative Associate, FIC Freeman	443-5418
Bread Loaf Writers' Conference	Administrative Assistant and Coordinator, Kirk Alumni Center	443-5286
Career Services	Executive Director of Career Services, Adirondack House	443-5100
Center for the Arts	Director, Center for the Arts	443-3168
Commencement	Commencement Coordinator, Old Chapel	443-5393
Educational Program	Dean of the Faculty, Old Chapel	443-5391
Financial Aid	Director of Financial Aid, Emma Willard House	443-5158
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Health Services	Medical Director, George F. Parton Health Center	443-5135
Human Resources	Director of Human Resources, Service Building	443-5465
Language Schools	Dean of Languages and International Studies, Sunderland Language Center	443-5508
Library and Information Services	Dean of Library and Information Services, Starr Library	443-5490
Public Information	Director of Public Affairs, Meeker House	443-5198
Student Affairs	Dean of Student Affairs, Forest Hall	443-5382
Transcripts		
Current undergraduates and A.B. alumni	Director of Undergraduate Records, Forest Hall	443-5382
Language Schools and Bread Loaf programs	Director of Academic Records, Sunderland Language Center	443-5517

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Mr Robert Buckeye
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